

# GCE

Edexcel Advanced Subsidiary GCE  
in  
Religious Studies (8562)  
For examination from summer  
2005

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Specification

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Authorised by Jim Dobson

Prepared by John Birks

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# Introduction

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## Key features

- ◆ Wide choice of units
- ◆ Coursework in the Advanced Subsidiary (AS)
- ◆ Coursework titles may be based upon units being studied for the AS or based upon other relevant AS Religious Studies units
- ◆ Coursework titles may be chosen from a list provided by Edexcel or chosen by student/centre (and approved by Edexcel)
- ◆ Separate specialist units available in Philosophy of Religion and Religious Ethics
- ◆ A2 units build on and develop themes introduced in the corresponding AS unit
- ◆ Range of support materials and INSET available

The subject content of this specification is set out by unit (Units 1 to 12). This will form the basis of a centre's teaching and learning programme. There is an assessment for each unit, consisting either of an examination (Units 2 to 12) or internally marked and externally moderated coursework (Unit 1).

## Summary of scheme of assessment

The Advanced Subsidiary (AS) consists of three units:

- one compulsory unit assessed by written coursework which is internally marked and externally moderated; and
- two units (chosen from five) assessed by written examinations with a total examination time of 3 hours.

The A2 consists of a further three units:

- one compulsory unit assessed by a written synoptic examination of 1½ hours; and
- two units (chosen from five) assessed by written examinations with a total examination time of 3 hours.

## Availability of units

Unit	Level	Unit title	Unit code
Unit 1	AS	Coursework 1a Philosophy of Religion 1b Old Testament 1c Religious Ethics 1d New Testament 1e Christianity 1f World Religions	6771 6771/01 6771/02 6771/03 6771/04 6771/05 6771/06
Unit 2	AS	Philosophy of Religion	6772
Unit 3	AS	Old Testament/Jewish Bible <i>or</i> Religious Ethics	6773
Unit 4	AS	New Testament	6774
Unit 5	AS	Christianity	6775
Unit 6	AS	World Religions	6776
Unit 7	A2	Philosophy of Religion	6777
Unit 8	A2	Old Testament/Jewish Bible <i>or</i> Religious Ethics	6778
Unit 9	A2	New Testament	6779
Unit 10	A2	Christianity	6780
Unit 11	A2	World Religions	6781
Unit 12	A2	Synoptic: Issues in Religion	6782

Examinations in all units will be available each year in the summer series only.

## Summary of the specification content

### Advanced Subsidiary (AS) units

These units (Units 1–6) constitute 50% of full Advanced GCE

Unit	Unit detail	Assessment	% contribution to full Advanced GCE	Assessment objectives
1	Coursework 1a Philosophy of Religion 1b Old Testament 1c Religious Ethics 1d New Testament 1e Christianity 1f World Religions	<i>2000–2500 words internally marked and externally moderated</i>	16.6%	A01 A02

Plus two from the following units:

Unit	Unit detail	Assessment	% contribution to full Advanced GCE	Assessment objectives
2	Philosophy of Religion	Examination 1hr 30	16.6%	A01 A02
3	Old Testament/Jewish Bible OR Religious Ethics: <i>One of:</i> 3a Old Testament/Jewish Bible 3b Religious Ethics	Examination 1hr 30	16.6%	A01 A02
4	New Testament: <i>One of:</i> 4a The Gospel according to Luke 4b The Fourth Gospel 4c The early Church as reflected in Acts and 1 Corinthians	Examination 1hr 30	16.6%	A01 A02

Unit	Unit detail	Assessment	% contribution to full Advanced GCE	Assessment objectives
5	Christianity: <i>One of:</i> 5a Church History & Christian Thought: The Reformation Option A: England Option B: Europe 5b Church History & Christian Thought: The Nineteenth Century to the Present Day Option A: Christian Thought and Developments in Europe Option B: Christian Thought and Liberation Theology 5c Christian Belief and Practice	Examination  1hr 30	16.6%	A01  A02
6	<b>World Religions:</b> One of: 6a Buddhism 6b Hinduism 6c Islam 6d Judaism	Examination  1hr 30	16.6%	A01  A02

## A2 units

These units (Units 7–12) constitute 50% of full Advanced GCE

Two from the following units:

Unit	Unit detail	Assessment	% contribution to full Advanced GCE	Assessment objectives
7	<b>Philosophy of Religion</b>	Examination 1hr 30	15%	A01 A02
8	<b>Old Testament/Jewish Bible OR Religious Ethics:</b> <i>One of:</i> 8a Old Testament/Jewish Bible 8b Religious Ethics	Examination 1hr 30	15%	A01 A02
9	<b>New Testament:</b> <i>One of:</i> 9a The Gospel according to Luke 9b The Fourth Gospel 9c The early Church as reflected in Acts, 1 Corinthians and Romans 13	Examination 1hr 30	15%	A01 A02
10	<b>Christianity:</b> <i>One of:</i> 10a Church History & Christian Thought: The Reformation Option A: England Option B: Europe 10b Church History & Christian Thought: The Nineteenth Century to the Present Day Option A: Christian Thought and Developments in Europe Option B: Christian Thought and Liberation Theology 10c Christian Belief and Practice	Examination 1hr 30	15%	A01 A02
11	<b>World Religions:</b> <i>One of:</i> 11a Buddhism 11b Hinduism 11c Islam 11d Judaism	Examination 1hr 30	15%	A01 A02

**Plus:**

<b>Unit</b>	<b>Unit detail</b>	<b>Assessment</b>	<b>% contribution to full Advanced GCE</b>	<b>Assessment objectives</b>
12	Synoptic: Issues in Religion	Examination 1hr 30	20%	A01 A02

# Specification overview

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## Rationale

This Advanced GCE in Religious Studies draws its unit content from a range of different religions and beliefs and from a philosophical and ethical approach to religion. It is designed to develop an interest in and enthusiasm for a rigorous study of religion. The study of religion through this Advanced GCE requires students to demonstrate a breadth and depth of knowledge about those areas studied, as well as to make connections, integrate ideas and develop concepts.

In supporting the development of these areas, the specification also makes a significant contribution to enhancing the spiritual, moral, social and cultural education of students. Additionally it supports the development of a range of key skills that will be of value to students as they progress through their programme and as they progress to either work or further studies.

## Subject criteria

This specification is based on the Subject Criteria for Religious Studies published by the QCA and is mandatory for all awarding bodies.

## Aims

The AS and A2 specifications in Religious Studies encourage students to:

- develop an interest in and enthusiasm for a rigorous study of religion
- treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion
- use an enquiring, critical and empathetic approach to the study of religion.

## Assessment objectives

Assessment objectives		Weighting %		
	Students should be able to:	AS	A2	Advanced GCE
AO1	Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. In addition, Advanced GCE students should demonstrate knowledge and understanding of the connections between different elements of their course of study.	70	60	65
AO2	Sustain a critical line of argument and justify a point of view. In addition Advanced GCE students should relate elements of their course of study to their broader context and to specified aspects of human experience.	30	40	35

**In each AS/A2 unit the assessment objectives will have the weightings given above.**

## Knowledge, understanding and skills

This AS specification requires students to study one or more religions across one or more areas, acquire a variety of knowledge and understanding, and develop a variety of skills.

- Students are required to study one or more religions across one or more of the following areas
  - Textual Studies
  - Theological Studies
  - History of Religious Tradition(s)
  - Religious Ethics
  - Religious Practice
  - Philosophy of Religion.

This specification allows students to study a combination of two distinct areas, or adopt an interdisciplinary approach, which combines a variety of areas of study. The AS qualification is divided into three units of assessment, each with an assessment weighting of 16.6%.

- Students are required to acquire knowledge and understanding of
  - the key concepts within the chosen area(s) of study (eg religious beliefs, teachings, doctrines, principles, ideas, and theories) and how these are expressed in texts, writings and/or practices
  - the contribution of significant people, traditions or movements to the area(s) studied
  - religious language and terminology
  - major issues and questions arising from the chosen area(s) of study
  - the relationship between the chosen area(s) of study and other specified aspects of human experience.
- Students are required to develop the following skills
  - recall, select and deploy specified knowledge
  - identify, investigate and analyse questions and issues arising from the course of study
  - use appropriate language and terminology in context
  - interpret and evaluate religious concepts, issues, ideas, the relevance of arguments and the views of scholars
  - communicate, using reasoned arguments substantiated by evidence
  - make connections between the area(s) of study chosen and other specified aspects of human experience.

In addition, this Advanced GCE specification requires students to demonstrate a wider range and greater depth of knowledge and understanding, a greater maturity of thought and expression and more fully developed analytical skills, in a further three units of assessment (A2) each with an assessment weighting in the range 15–20%.

This Advanced GCE has been designed so that students are able to follow an area of study through from AS to A2. Therefore, in order to ensure that students have a coherent programme of study, it is expected that they will study units in their A2 that correspond to the units studied in their AS programme.

Some students will, however, wish to follow a more wide-ranging programme and in their A2 studies follow a new range of units.

If students choose an A2 unit which does NOT correspond to the units studied in their AS programme, centres and students are responsible for ensuring that any additional study is undertaken to ensure that students' knowledge, understanding and skills are at the level required for a study of the A2 unit.

## Key skills

The AS and A2 specifications in Religious Studies provide opportunities for developing and generating evidence for assessing the Key skills listed below. This specification identifies development and assessment opportunities that will arise out of the teaching of Religious Studies.

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

## Quality of written communication

The key skill of communication (written) contributes to the assessment of the specification and will be assessed through both assessment objectives. Students will be required to:

- select and use a form and style of writing that is appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

## Prior learning and progression

The specification provides, through either a one year or two year programme of study, a balanced religious education that builds on, but is not dependent on, prior knowledge of the subject at GCSE level.

Students completing this Advanced GCE will have access to a range of career and higher education opportunities. This GCE will develop a student's skills of research, interpretation and critical thinking as well as providing opportunities for students to develop their key skills. These skills are all recognised and valued by employers and higher education.

## **Spiritual, moral, ethical, social and cultural**

This specification contributes to an understanding of spiritual and ethical issues through all units. Additionally, the specification contributes to an understanding of social and moral issues. For example, the study of conscience and freedom (Unit 3), social justice (Unit 3), marriage and the family (Units 5, 6 and 9), authority, justice, law and punishment (Unit 8). Cultural issues are explored through the study of the beliefs of different religions (for example Units 3–6 and 8–11).

## **European dimension**

The European dimension is addressed where appropriate, for example through the study of Christianity in Europe (Units 5 and 10).

## **Forbidden combinations**

Students entering for this specification may not, in the same series of examinations, enter for any other specification with the title Religious Studies.

## **Students with particular requirements**

Regulations and guidance relating to students with particular requirements are published annually by the Joint Council for General Qualifications and are circulated to Examinations Officers. Further copies of guidance documentation may be obtained by calling Edexcel's Customer Services on 0870 240 9800 or by writing to the address below.

In accordance with the published guidelines, Edexcel is happy to assess whether special consideration or concession can be made for students with particular requirements. Requests should be addressed to Special Requirements at Edexcel.

# Scheme of assessment

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## The relationship between the Advanced Subsidiary (AS) and A2

The AS and A2 each constitute 50% of the total assessment of the Advanced GCE in Religious Studies. It is expected that the AS units will normally be assessed at the end of the first year of a two year course. Separate certification for AS will be available for those who do not go on to take the full Advanced GCE.

Examinations in all units are available each year in summer. Examinations will be available in the summer series only.

## Re-sit rules

There is no restriction on the number of times a unit may be attempted prior to claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the AS or Advanced level qualification has been certificated, all unit results are deemed to be used up. These results cannot be used again towards a further award of the same qualification at the same level.

## Rules of combination

To achieve the AS in Religious Studies students take:

- the compulsory coursework unit (Unit 1), plus
- two other units chosen from the remaining five units available in the AS.

To achieve the A2 in Religious Studies students take:

- the compulsory synoptic unit (Unit 12), plus
- two other units chosen from the remaining five units available in the A2.

Some units are subdivided into separate sections. Where this occurs students are required to be assessed on one section only.

## Synoptic assessment

Synoptic assessment assesses the students' knowledge and understanding of the connections between elements of the area(s) of study selected. It involves the explicit drawing together of knowledge, understanding and skills learned in different elements of the Advanced GCE course. It also contributes to the assessment of the skill of relating such connections to specified aspects of human experience.

The synoptic assessment of this specification is based within *Unit 12: Issues in Religion*. The synoptic assessment has a weighting of 20%.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written work submitted for examination must be produced in English.

## AS and A2 assessment

The ‘trigger’ words set out in the grid below differentiate between AS and A2, and between the assessment objectives AO1 and AO2. Each ‘trigger’ word or phrase normally applies to only one assessment objective at AS or A2. All examination questions require the testing of AO1 and AO2. In some questions at A2, however, the ‘trigger’ words in AO2 will incorporate the demands of AO1 because the wording of the question requires attention to relevant knowledge and understanding.

	AS	A2
AO1	Describe Examine Identify Outline Select What How Illustrate For what reasons Give an account of In what ways	Analyse Clarify Compare and contrast Differentiate Distinguish between Define Examine Explain Comment critically
AO2	Comment on Consider How far To what extent Why	Assess Why Consider critically Criticise Discuss Evaluate Interpret Justify To what extent

## Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the GCE Code of Practice for courses from September 2002.

# Specification content

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## Advanced Subsidiary (AS)

### Unit 1: Coursework

This unit will be assessed by one piece of coursework with a recommended length of 2000–2500 words. This will be internally marked and externally moderated. Students should spend approximately 33% of their AS learning time on this component. See page 42 for details of the coursework unit.

### Unit 2: Philosophy of Religion

Students must answer TWO questions from a choice of FIVE.

#### **A study of philosophical arguments for the existence of God:**

- Design — key ideas, strengths and weaknesses
- Cosmological — key ideas, strengths and weaknesses
- Religious and scientific interpretations of the origins of the universe.

#### **A study of the problem of evil and suffering:**

- Types of evil
- The problem of evil and suffering in relation to beliefs about the nature of God
- Augustinian, Irenaean and Process theodicies.

#### **A study of philosophical debates about miracles:**

- Concepts of miracle
- Reasons to believe in miracles
- Philosophical problems with reference to Hume.

### Unit 3: The Old Testament/Jewish Bible OR Religious Ethics

Students should study EITHER Section 3a OR Section 3b.

#### **Section 3a: The Old Testament/Jewish Bible**

Students must answer TWO questions from a choice of FIVE.

#### **Background Themes**

This section looks at the history of the Hebrew people and the development of the Hebrew religion. Students will be expected to have a knowledge and understanding of the religious, cultural, social and political environment of the Hebrew people from the time of the Patriarchs to the monarchy under Saul, together with an awareness of the views of relevant scholars.

## Key Concepts

- Covenant — the Hebrews' understanding of the notion of covenant and the significance of covenant for the Hebrews' understanding of their relationship with God and their identity as a distinctive people.
- Law — the origins, forms and functions of Hebrew Law and the relationship of Hebrew Law to other law codes of the Ancient Near East. The importance of the Law in the Hebrew religion.
- Monarchy — reasons for and the warnings against the establishment of the Hebrew Monarchy, the influence of neighbouring cultures, and the role of the monarch.

## Key People and Events

- The life of Abraham (Genesis chapters 12 v.1– chapter 25 v.11).
- Moses and the Law (Exodus chapters 1–4, 11–14, 19–20, 24, 32–34).
- Samuel and the Monarchy (1 Samuel chapters 8–15).

## Section 3b: Religious Ethics

Students must answer TWO questions from a choice of FIVE.

**The examination associated with Religious Ethics will require students to demonstrate knowledge and understanding of the ethical topic identified from a religious perspective.**

**A study of the relationship between religion and morality:**

- Reasons for and against the view that morality derives from religion
- Reasons for and against the view that morality is independent of religion.

**A study of ethical theories:**

- Utilitarianism
- Situation ethics.

**A study of applied ethics:**

- Conscience and freedom
- Sexual ethics
- War and peace.

## Unit 4: The New Testament

Students should study Section 4a OR Section 4b OR Section 4c.

### Section 4a: The Gospel according to Luke

Students must answer TWO questions from a choice of FIVE.

#### Background Themes

This section looks at the life and teaching of Jesus Christ, according to the Gospel of Luke. Students must study chapters 1–21. Material from chapters 22–24 will NOT be examined.

Students will also be expected to have a knowledge and understanding of the religious, cultural, social and historical background to the life and teaching of Jesus Christ, together with an awareness of the views of relevant scholars. Centres are advised that this section is related to A2 Unit 10, Section 10a, and material specified in that unit will not be examined in detail in this section.

### **Key Concepts**

- The authorship and date of the Gospel. The views of scholars and other evidence.
- The relationship of Jesus to the disciples and the nature and demands of discipleship.
- The work and importance of John the Baptist.

### **Key People and Events**

- Birth and Infancy Narratives (chapters 1–2)
- Journey Narratives (3–21) with particular reference to Jesus' miracles and for his teaching on:
  - women
  - outcasts
  - wealth
  - forgiveness.

## **Section 4b: The Fourth Gospel**

Students must answer TWO questions from a choice of FIVE.

### **Background Themes**

This section looks at the life and teaching of Jesus Christ according to the Fourth Gospel. Students must study chapters 1–17. Material from chapters 18–21 will NOT be examined. Students will also be expected to have a knowledge and understanding of the religious, cultural, social and historical background to the life and teaching of Jesus Christ, together with an awareness of the views of relevant scholars. Centres are advised that this section is related to A2 Unit 10, Section 10b, and material specified in that section will not be examined in detail in this section.

### **Key Concepts**

- The authorship and date of the Fourth Gospel. The view of scholars and other evidence.
- The relationship of Jesus to the disciples and the nature and demands of discipleship.
- The work and importance of the Holy Spirit.

### **Key Themes**

- Jesus' teaching concerning women — including the woman caught in adultery
- Jesus' public ministry (chapters 1–12) — with particular reference to Jesus' miracles and his teachings concerning himself. The 'I am' sayings.

## **Section 4c: The early Church as reflected in Acts and 1 Corinthians**

Students must answer TWO questions from a choice of FIVE.

### **Background Themes**

This section examines the growth of the early Church and its subsequent ministry as depicted in Acts. Students must study the text and also have a knowledge and understanding of the religious, cultural, social and historical setting of the early Church, together with an awareness of the views of relevant scholars.

Centres are advised that the emphasis will be on the early Church in Jerusalem and the work of Peter. Paul's missionary journeys will not be examined.

Centres are also advised that this section is related to A2 Unit 9, Section 9c and material specified in that section will not be examined in this section.

### **Key Concepts**

- The authorship and date of Acts and 1 Corinthians. The views of scholars and other evidence.
- The organisation of the early Church in Jerusalem. The role of apostles and deacons.
- Worship in the early Church.

### **Key Themes**

- The role of Peter and the Holy Spirit in the development of the early Church.
- The Council of Jerusalem.
- Relations between the early Church and the religious and political authorities.

## **Unit 5: Christianity**

Students should study Section 5a OR Section 5b OR Section 5c.

### **Section 5a: Church History and Christian Thought: The Reformation**

Students should study EITHER Option A OR Option B.

Five questions will be set on each option and students will be required to attempt TWO questions from ONE option.

#### **Option A: England**

##### **Key events in the development of the Reformation up to 1603:**

- The origin of the Reformation in England — evidence concerning the state of the Church in England at the beginning of the sixteenth century; evidence of developments in religious thought in England; the place of religion in the reformation of Henry VIII.
- The impact of the reigns of Henry VIII, Edward VI, Mary I and Elizabeth I on the development of the Reformation — Henry VIII: the divorce, royal supremacy, the break with Rome, the dissolution of the monasteries, John Fisher, Sir Thomas More; Edward VI: Edwardian Reformation, Book of Common Prayer 1549 and 1552, the beliefs and practices of the Church in England; Mary I: re-establishment of Catholicism; Elizabeth I: the Elizabethan Settlement, the position of Puritans and Roman Catholics — Matthew Parker, John Jewel, Richard Hooker.
- The impact of the period on the Roman Catholic Church in England — the break with Rome, dissolution of the monasteries, re-establishment of Catholicism under Mary I, the position and influence of Roman Catholics in England during the reign of Elizabeth I, threat to the Elizabethan Settlement, missionary priests and Jesuits.
- The development of non-conformity and sectarianism in this period — Conformist, Presbyterian and Separatist, distinctive beliefs and practices, influence on the Church of England in this period, threat to the Elizabethan Settlement.
- The ministry and organisation of the Christian Churches in England — Church of England, non-conformist and sectarian, Roman Catholic.

### **Key People**

- A study of the contribution made by Thomas Cranmer to the development of Christian belief and practice — his influence on the development of the Reformation in England, the Books of Common Prayer, influences on the work of Cranmer.

### **Option B: Europe**

#### **Key events in the development of the Reformation in Europe up to 1531:**

- The origins of and the reasons for the Reformation in Europe — evidence concerning the state of the Church in Europe at the end of the fifteenth century and beginning of the sixteenth century, evidence of developments in religious thought in Europe, Devotio Moderna, the Brethren of the Common Life, social and cultural factors contributing to the development of the Reformation.
- The development of the Protestant Reformation — in Germany and Switzerland.

### **Key People**

A study of the contribution made by the following to the development of Christian thought and practice:

- Desiderius Erasmus and Christian Humanism — North European Humanism, Ad Fontes, influence of Christian Humanism on the development of the Reformation, the teaching of Erasmus concerning the reform of the Church and Biblical scholarship, the influence of Erasmus on the development of the Reformation.
- Martin Luther — the revolt against the Roman Catholic Church, teachings, justification by faith and salvation, the Bible and tradition, the sacraments and the Eucharist, the Church and the ministry.
- Huldreich Zwingli — the development of the Reformation in Zurich, teachings: God, Christ, the Church, the Eucharist.

## **Section 5b: Church History and Christian Thought: The Nineteenth Century to the Present Day**

Students should study EITHER Option A OR Option B.

Five questions will be set on each option and students will be required to attempt TWO questions from ONE option.

### **Option A: Christian Thought and Developments in Europe**

#### **Key Themes**

- The causes, nature and consequences of persecution of the Christian Churches in Germany in the 1930s and 1940s — the conflict between Nazi ideology and Christian belief and practice, actions taken against the Churches by the Nazi government, the response of the Churches and the reasons for that response, examples of the response of individuals, the German Christians.
- The causes, nature and consequences of persecution of the Christian Churches in Russia and Eastern Europe from 1917 — the conflict between Communist ideology and Christian belief and practice, actions taken against the Churches by the Communist governments, the response of the Churches and the reasons for that response, examples of the response of individuals, the role of the Church in the overthrow of Communism.

## **Key People**

- Dietrich Bonhoeffer:
  - his work in reaction to the persecution by the Nazis
  - his teaching about the Church, the nature of grace and discipleship.

### **A study of religious developments in England in this period:**

- The teachings and actions of the Church of England on social justice during this period — the teaching and work of the Tractarians, the Christian Socialists and the Evangelicals, ‘Christianity and Industrial Problems’, COPEC, William Temple, ‘Faith in the City’, Britain Today and Tomorrow, the work of Christians towards social justice in the nineteenth to twenty-first centuries.
- The influence of the Church of England, the Roman Catholic Church and the Free Churches on public life — repeal of the Test and Corporation Acts, Emancipation Act, examples of the involvement of the Churches in political and social matters, an understanding of the differing ways in which the different Christian Churches were perceived in society.

**A study of the contribution made by William Temple to the development of Christian belief and practice** — Temple’s concern with social and political issues, COPEC, Christianity and Social Order, Men Without Work, preparation of the Education Act 1944, teaching about the incarnation, sin, society.

## **Option B: Christian Thought and Liberation Theology**

### **Key Themes**

- The causes, nature and consequences of persecution of the Christian Churches in Germany in the 1930s and 1940s — the conflict between Nazi ideology and Christian belief and practice, actions taken against the Churches by the Nazi government, the response of the Churches and the reasons for that response, examples of the response of individuals, the German Christians.
- The causes, nature and consequences of persecution of the Christian Churches in Russia and Eastern Europe from 1917 — the conflict between Communist ideology and Christian belief and practice, actions taken against the Churches by the Communist governments, the response of the Churches and the reasons for that response, examples of the response of individuals, the role of the Church in the overthrow of Communism.

### **Key People**

- Dietrich Bonhoeffer
  - his work in reaction to the persecution by the Nazis
  - his teaching about the Church, the nature of grace and discipleship.

**A study of the general context, emergence and key ideas of Liberation Theology in Latin America** — poverty, oppression, the Church’s teachings on justice and peace in the 1950s and 1960s, social teachings of Vatican II, political theology, Marxism, base communities, a ‘new way of doing theology’, praxis, the ‘option for the poor’.

### **A study of the key ideas of and the contribution to Christian belief and practice made by:**

- José Míguez Bonino — use of Marxist analysis, history as the scene of God’s action, praxis of obedience, ‘option for the poor’
- Gustavo Gutiérrez — option for the poor, contextual theology, theology as critical reflection on praxis, understanding of salvation.

## Section 5c: Christian Belief and Practice

Students must answer TWO questions from a choice of FIVE.

### **A study of the nature of and reasons for Christian beliefs about God:**

- A personal God — analogy, attributes, prayer
- Omnipotence — definition of omnipotence, absolute and ordained power
- A suffering God/death of God — impassability, Luther theology of the cross, twentieth and twenty-first century teaching about the suffering God
- God as creator, his presence in the world — Biblical teaching, non-Biblical teaching, implications of the teaching about creation
- The ongoing debate with science — considerations of the implications of the findings of biological and physical science.

### **A study of key Christian beliefs about the person of Jesus:**

- The debate in the early Church about the person of Christ
- The quest for the Historical Jesus, the New Quest, the Third Quest.

### **A study of the nature and purposes of Christian worship with special reference to baptism and the Eucharist:**

- The differing practices of the Churches
- The differing teachings of the Churches concerning baptism and the Eucharist

### **A study of the nature of and reasons for Christian teachings on the following topics:**

- Sexual conduct — sexual relationships outside marriage, contraception, homosexuality, Christian response to the challenges presented by modern society
- Marriage and the family — marriage, divorce, rights and responsibilities within the family, Christian response to the challenges presented by modern society
- The use of money — poverty as a voluntary condition, as a social problem, the option for the poor of Latin American Liberation Theology, Christian response to the challenges presented by modern society

## Unit 6: World Religions

Students should study Section 6a OR Section 6b OR Section 6c OR Section 6d.

### Section 6a: Buddhism

Students must answer TWO questions from a choice of FIVE.

#### **Background**

#### **A study of Gautama:**

- Historical, religious and social context; influence on Gautama
- His life and work; significance for Buddhists.

## **Key Concepts**

### **A study of key concepts and emphases:**

- The three refuges, meaning and significance
- Types and purposes of meditation, their context and application
- The Sangha in Theravada Buddhism, organisation, relationship with laity.

## **Buddhist Ethics**

### **A study of Buddhist ethics:**

- Eight-fold path including the five precepts, context and distinctive emphases
- Karma, meaning and significance
- Family life and social justice, distinctive emphases and application.

## **Section 6b: Hinduism**

Students must answer TWO questions from a choice of FIVE.

### **Background**

#### **A study of the background of emergence of Hinduism:**

- Indus Valley culture and Aryan influence, evidence and distinctive features
- Vedic beliefs and practices, distinctive emphases.

## **Key Concepts**

### **A study of key concepts and emphases:**

- Beliefs and practices of Yoga, types, key teachings and their application
- Beliefs and practices associated with Krishna, Rama and Siva, distinctive emphases and significance for devotees.

## **Hindu Ethics**

### **A study of Hindu ethics:**

- Caste system, key teachings and their application
- Karma, meaning and significance
- Family life and social justice, distinctive emphases and application.

## **Section 6c: Islam**

Students must answer TWO questions from a choice of FIVE.

### **Background**

#### **A study of the background and emergence of Islam:**

- Pre-Islamic Arabia, historical, religious and social context, influence on Muhammad.
- The life and work of Muhammad, significance for Muslims.

### **Key Concepts**

#### **A study of the key concepts and emphases:**

- The five pillars and six beliefs, meaning and significance for belief and practice.

### **Islamic Ethics**

#### **A study of Islamic ethics:**

- Jihad, meaning and significance
- Family life and social justice, distinctive emphases and application.

### **Section 6d: Judaism**

Students must answer TWO questions from a choice of FIVE.

### **Background**

#### **A study of the growth of Judaism:**

- Rashi and his school, historical and religious context, key teachings
- Judah Halevi, historical and religious context, key teachings
- Moses Maimonides, historical and religious context, key teachings.

### **Key Concepts**

#### **A study of the key concepts and emphases:**

Orthodox, Reform, Conservative, Liberal, distinctive teachings and practices.

### **Jewish Ethics**

#### **A study of Jewish ethics:**

- Principles based on the Tenakh, key ethical teachings and their application
- Family life and social justice, distinctive emphases and application.

## A2

### Unit 7: Philosophy of Religion

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 2: Philosophy of Religion*. It is the responsibility of the centre and students to ensure that students who have not studied this AS unit have the necessary knowledge, understanding and skills to start an effective study of this A2 unit.

Students must answer TWO questions from a choice of FIVE.

**A study of philosophical arguments for the existence of God:**

- Religious experience — key concepts, strengths and weaknesses
- Ontological — key concepts, strengths and weaknesses
- Concepts of proof and probability
- Non-existence of God and critiques of religious belief.

**A study of beliefs about life after death:**

- Arguments for and against belief in life after death
- Reincarnation
- Rebirth
- Resurrection
- Immortality of the soul.

**A study of religious language:**

- Analogy
- Language games
- Myth and symbol
- Verification and falsification debates.

## Unit 8: Old Testament/Jewish Bible OR Religious Ethics

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 3: The Old Testament /Jewish Bible OR Religious Ethics*. It is the responsibility of the centre and students to ensure that students who have not studied this AS unit have the necessary knowledge, understanding and skills to start an effective study of this A2 unit.

Students should study either Section 8a or Section 8b.

### Section 8a: The Old Testament/Jewish Bible

Students must answer TWO questions from a choice of FIVE.

#### Background Themes

This section looks at the history of the Hebrew people and the development of the Hebrew religion. Students will be expected to have knowledge and understanding of the religious, cultural, social and political environment of the Hebrew people from the time of Solomon to the Exile, together with an awareness of the views of scholars.

#### Key Concepts

- Prophecy — The nature and importance of prophecy in the Hebrew religion. The forms and functions of prophecy in the Hebrew religion and the Hebrew and foreign influences on the development of Hebrew prophecy.
- The nature of God and the relationship between God and the Hebrew people with particular regard to the concepts of mercy, justice, righteousness and kingship.

#### Key People and Events

- The reign of King Solomon (1 Kings chapters 1–11) — His successes and failures. His relationship with God. The importance of the reign of Solomon on the development of the Hebrew people and religion.
- Hosea (chapters 1–14) — The setting for his teachings. His teachings on God's judgement of Israel. The example of his personal life. Reconciliation and a new relationship with God.
- Amos (chapters 1–9) — The setting for his teachings. His teachings on moral and social righteousness, the importance of the nature of God and the Hebrews' relationship with God.
- Jeremiah (chapters 29–31) — The setting for this teaching. The new covenant and the restoration of Israel.

### Section 8b: Religious Ethics

Students must answer TWO questions from a choice of FIVE.

**The examination associated with Religious Ethics will require students to demonstrate knowledge and understanding of the ethical topic identified from a religious perspective.**

**A study of the relationship between religion and morality:**

- Moral argument for the existence of God — key concepts, strengths and weaknesses
- Critiques of links between religion and morality.

**A study of ethical theories:**

- Deontology — key concepts, strengths and weaknesses
- Emotivism — key concepts, strengths and weaknesses
- Intuitionism — key concepts, strengths and weaknesses
- Natural moral law — key concepts, strengths and weaknesses.

**A study of ethical language:**

Meaning and definition of ethical terms with reference to ‘is-ought’ and debates about ‘good’.

**A study of concepts in moral discourse and applied ethics:**

- Objectivity, relativism, subjectivism
- Authority, justice, law and punishment.

## Unit 9: The New Testament

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 4: The New Testament*. It is the responsibility of the centre and students to ensure that students who have not studied this AS unit have the necessary knowledge, understanding and skills to start an effective study of this A2 unit.

Students should study either Section 9a OR Section 9b OR Section 9c.

### Section 9a: The Gospel according to Luke

Students must answer TWO questions from a choice of FIVE.

**Background Themes**

This section looks at the life, death and teachings of Jesus Christ according to the Gospel of Luke. Students must study the text in full and are expected to have a knowledge and understanding of the religious, cultural, social and historical background, together with an awareness of the views of relevant scholars. Centres are advised that this section is related to AS Unit 4, Section 4a and material specifically mentioned in that section will not be examined in this section.

**Key Concepts**

- The purpose(s) and characteristics of the Gospel.
- Jesus' teaching on:
  - The Kingdom of God
  - Salvation
  - Prayer and the Sabbath
  - Eschatology.

**Key Themes**

- Jesus' relations with the religious and political authorities
- The Passion Narratives
- The Death and Resurrection of Jesus.

## Section 9b: The Fourth Gospel

Students must answer TWO questions from a choice of FIVE.

### Background Themes

This section looks at the life, teaching and death of Jesus Christ according to the Fourth Gospel. Students must study the text in full and are expected to have a knowledge and understanding of the religious, cultural, social and historical background, together with an awareness of the views of relevant scholars. Centres are advised that this section is related to AS Unit 4, Section 4b and material specifically mentioned in that section will not be examined in this section.

### Key Concepts

- The purpose(s) and characteristics of the Fourth Gospel.
- The Prologue (chapter 1 v.1–18).
- Jesus' teaching on:
  - Salvation
  - Eternal Life
  - Eschatology.

### Key Themes

- Jesus' relations with the religious and political authorities.
- The Farewell Discourse.
- The Death and Resurrection of Jesus.

## Section 9c: The early Church as reflected in Acts, 1 Corinthians and Romans 13

Students must answer TWO questions from a choice of FIVE.

### Background Themes

This section examines the growth of the early Church and, in particular, the work of Paul. Students must study the texts and are expected to have a knowledge and understanding of the religious, social, cultural and historical background (including the influence of Roman Power and Hellenistic and other religious ideas on the development of the early Church in this period), together with an awareness of the views of relevant scholars.

Centres should note that the emphasis will be on the life and teachings of Paul.

Centres should also note that this section is related to AS Unit 4, Section 4c and that material specifically mentioned in that section will not be examined in this section.

### Key Concepts

- Paul's teachings on relations with the Authorities in Romans 13.
- Paul's teachings in 1 Corinthians on:
  - Spiritual Gifts
  - Resurrection
  - Sexual relations and marriage
  - Worship and the Lord's Supper.

## Key People and Events

- Paul's life and work as reflected in Acts.
- The issues concerning the early Church at Corinth as reflected in 1 Corinthians.

## Unit 10: Christianity

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 5: Christianity*. It is the responsibility of the centre and students to ensure that students who have not studied this AS unit have the necessary knowledge, understanding and skills to start an effective study of this A2 unit.

Students should study Section 10a OR Section 10b OR Section 10c.

### Section 10a: Church History and Christian Thought: The Reformation

Students should study EITHER Option A OR Option B.

Five questions will be set on each option and students will be required to attempt TWO questions from ONE option.

#### Option A: England

##### Key events in the development of the Reformation in England from 1603 to 1702:

- A study of the influences on the later Reformation in England — the relationship between the Church and State, the development of scientific and philosophical thought.
- The impact of the reigns of James I, Charles I, Charles II, James II and William and Mary on the development of the Reformation in England — James I: development of nonconformity, the status and influence of the Roman Catholic Church; Charles I: the reform of the Church, the religious causes of the Civil War; Charles II: Savoy Conference, Act of Uniformity and Prayer Book of 1662, the Clarendon Code; James II: status and influence of Roman Catholicism, Monmouth Rebellion, Declaration of Indulgence; William and Mary: the non-jurors.
- The impact of this period on the effectiveness of the Roman Catholic Church in England — status and influence under James I and Charles I, Bye Plot, Gunpowder Plot, status and influence under Charles II, Declaration of Breda, the Clarendon Code, James II, Declaration of Indulgence, attempt to re-establish Catholicism, re-enforcement of penal laws, William and Mary, anti-Catholic legislation.
- The significance of developments in non-conformity and sectarianism in this period — Millenary Petition, Hampton Court Conference, Puritan involvement in the development of the Civil War, Cromwell, Directory of Public Worship, Congregationalists, Baptists, Society of Friends.
- The relationship between Church and State — Divine Right of Kings, teaching of Laud.

#### Key People

A study of the contribution made by the following to the development of Christian belief and practice:

- William Laud — reform of the Church of England
- George Fox — life and teaching, the Society of Friends, teachings and practices.

## **Option B: Europe**

### **Key events in the development of the European Reformation from 1531 to the end of the seventeenth century:**

- The development of the Reformation throughout Europe — France.
- The development and significance of the Catholic and Counter Reformations — internal reform of the Roman Catholic Church, the Council of Trent, the new orders, Catholic or Counter Reformation.
- The development and significance of the Radical Protestant Reformation — the Anabaptists, teaching and practice.

### **Key Concepts**

Key concepts in the development of the Reformation in Europe from 1531 to the end of the seventeenth century as expressed in the changes in the ministry and organisation of the Christian Churches (the Lutheran Church, the Calvinist Church, the Church in Zurich).

### **Key People**

A study of the contribution made by the following to the development of Christian thought and practice:

- John Calvin — the establishment and organisation of the Church in Geneva, the Institutes of the Christian Religion, God, Christ, the Church, the sacraments and the Eucharist, predestination.
- Ignatius Loyola and the Society of Jesus — the establishment of the Society of Jesus, the Spiritual Exercises, the influence of the Society of Jesus in the development of the Catholic/Counter Reformation, the work of the Society of Jesus.
- Balthasar Hubmaier and Menno Simons — influence on the development of the Radical Reformation, teaching, God, Christ, man, the Church, baptism, the Bible, the Lord's Supper.

## **Section 10b: Church History and Christian Thought: The Nineteenth Century to the Present Day**

Students should study EITHER Option A OR Option B.

Five questions will be set on each option and students will be required to attempt TWO questions from ONE option.

### **Option A: Christian Thought and Developments in Europe**

#### **The effect of social, political and cultural factors on Christianity in this period:**

Industrialisation, urbanisation, influence of scientific thinking, awareness of other cultures, influence of trade unions, State taking responsibility for health, education, etc.

#### **The development and significance of the Ecumenical Movement:**

Factors influencing the development of the ecumenical movement before 1910, 1910 Edinburgh Conference, the formation of the World Council of Churches, the involvement of the Roman Catholic and Orthodox Churches in the ecumenical movement, the work of the ecumenical movement in England, Wales and Northern Ireland.

**A study of the following themes in the work of Dietrich Bonhoeffer:**

- The world come of age
- Religionless Christianity
- JESUS, the man for others
- The sacred and secular.

**A study of religious developments in the United Kingdom in this period:**

- The Oxford Movement — the development of the Oxford Movement, teachings, leaders, the effect of the Oxford Movement on the teachings of the Church of England and the Church in Wales.
- The status and development of the Roman Catholic Church in England and Wales in this period — Ultramontanism, leaders of the Roman Catholic Church in Britain, Vatican II.
- The status and development of the Free Churches in England and Wales — expansion of the Free Churches in the nineteenth century, decline in the twentieth century, influence on Christian thought in England and Wales.
- The religious situation in Northern Ireland in the twentieth and twenty-first centuries — an understanding of the religious factors which contributed to the development of the situation in Northern Ireland, the contribution of the Churches to peace.

**A study of the key ideas and the contribution made to Christian belief and practice by the following:**

- Karl Barth — the nature of God, the person and work of Jesus, revelation, the Bible and the Word of God, predestination
- EITHER Hans Küng — the nature of God, the person of Jesus, justification, infallibility, the reform of the Roman Catholic Church, attempt to make Christianity/Catholicism accessible in the modern world  
OR Karl Rahner — transcendence, universal revelation, anonymous Christianity, a response to modern thought and methods.

**Option B: Christian Thought and Liberation Theology**

**The effect of social, political and cultural factors on Christianity in this period:**

Industrialisation, urbanisation, influence of scientific thinking, awareness of other cultures, influence of trade unions, State taking responsibility for health, education, etc.

**The development and significance of the Ecumenical Movement:**

Factors influencing the development of the ecumenical movement before 1910, 1910 Edinburgh Conference, the formation of the World Council of Churches, the involvement of the Roman Catholic and Orthodox Churches in the ecumenical movement, the work of the ecumenical movement in England, Wales and Northern Ireland.

**A study of the following themes in the work of Dietrich Bonhoeffer:**

- The world come of age
- Religionless Christianity
- Jesus, the man for others
- The sacred and secular.

**Liberation Theologies — A study of the general context, emergence and key ideas of the following:**

- Black Theology in North America — experience of slavery, encounter with Christianity, Civil Rights movement, Black Power, Joseph Washington, Albert Cleage, Statement by the National Committee of Negro Churchmen, teaching about God, Christ, the Bible, liberation, the community
- African Theology — cultural effects of colonialism, relationship of traditional African religion and culture to Christianity, teachings about God, Christ, the nature of man, social issues, South Africa, apartheid, influence of North American Black Theology, reinterpretation of Christianity from the perspective of Black experience.

**A study of the following themes in Latin American Liberation Theology:**

- The reign of God
- Christ the Liberator
- The impact of Liberation Theology on the Church
- The Roman Catholic Church and Protestant Churches.

**A study of the key ideas and the contribution to Christian belief and practice of the following:**

- James H Cone — influences on his thought, contextual theology, teaching about the nature of God, the person and work of Jesus, the nature of man
- Jürgen Moltmann — influences on his thought, the nature of God, the person and work of Jesus, eschatology, creation, influence on the development of Liberation Theology.

## **Section 10c: Christian Belief and Practice**

Students must answer TWO questions from a choice of FIVE.

**A study of the nature of and reasons for Christian beliefs about the Trinity:**

- Biblical foundation
- Historical development — Tertullian, Augustine, filioque controversy, Trinitarian heresies
- Modern teaching — eg Barth, Macquarrie, Rahner.

**A study of Christian beliefs about the person of Jesus:**

- Modern teaching about the divine presence — eg Barth, Pannenberg, Moltmann, Rahner, Küng, Baille, Mascal.

**A study of Christian beliefs about atonement and salvation:**

- The work of Christ — the relationship between the person of Jesus and the work of Christ, theories of atonement
- Sin and grace — the nature of sin, the nature of grace, merit
- Justification by faith — Luther, Calvin, Council of Trent
- Predestination — the scope of salvation, Augustine, Calvin, Barth
- Reference to modern teaching — eg Aulen, Barth, Gunton.

### **A study of Christian beliefs about death and eternal life:**

- The theological implications of the resurrection of Jesus — person of Jesus, sin, death and salvation, eternal life
- Eschatology in Christian teaching — New Testament, Augustine, Heaven, hell, modern teaching eg Schweitzer, Moltmann
- Demythologisation — Bultmann.

### **A study of the nature of and reasons for Christian teachings on the following topics:**

- Employment and leisure — Christian teaching about work, the Protestant Work Ethic, the use of leisure time, challenges presented by modern society
- Relations with other religions — exclusivism, inclusivism, pluralism.

## **Unit 11: World Religions**

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 6: World Religions*. It is the responsibility of the centre and students to ensure that students who have not studied this AS unit have the necessary knowledge, understanding and skills to start an effective study of this A2 unit.

Students should study Section 11a OR Section 11b OR Section 11c OR Section 11d.

### **Section 11a: Buddhism**

Students must answer TWO questions from a choice of FIVE.

#### **Developments**

##### **A study of the expansion of Buddhism:**

- The life and work of Ashoka, context and significance
- Developments in China and Japan including beliefs and practices of Pure Land and Zen, types of tradition, key people and distinctive emphases.

#### **Key Concepts**

##### **A study of key concepts and emphases:**

- Dukkha — meaning and significance
- Anatta — meaning and significance
- Anicca — meaning and significance
- Nirvana — meaning and significance
- Bodhisattva — types, significance, key teachings.

#### **Texts**

##### **A study of selected texts from *Buddhist Scriptures* (Ed. Conze, E. Penguin 1959)**

- The Questions of King Milinda (pp 146–162)
- The Deer Park Sermon (pp 186–187)
- Part of the Lotus Sutra (pp 197–211).

## Section 11b: Hinduism

Students must answer TWO questions from a choice of FIVE.

### Developments

**A study of the contributions to the modern development and expression of Hinduism of:**

- Ramakrishna, context, key ideas and significance
- M K Gandhi, context, key ideas and significance
- Dayananda Sarasvati, context, key ideas and significance
- Sri Radhakrishnan, context, key ideas and significance.

### Key Concepts

A study of key concepts and emphases:

- Atman, Brahman, meaning and significance
- Samsara, moksha, meaning and significance
- Dharma, meaning and significance.

### Texts

A study of selected texts:

- The Katha Upanishad
- The Bhagavad Gita (chapters 1–4, 11, 18).

## Section 11c: Islam

Students must answer TWO questions from a choice of FIVE.

### Developments

**A study of the development of Islam:**

- The Rightly Guided Caliphs, historical and religious context, key people and events
- The origins and features of Sunni and Shi'ah Islam, historical and religious context, key people, events and beliefs
- The expression of Islam in one or more modern Islamic state(s), historical and religious context, key beliefs and practices.

### Key Concepts

A study of key concepts and emphases:

- Beliefs about Allah, range of beliefs and significance
- Revelation and the Qur'an, beliefs and significance
- Sufism, types, key people and distinctive emphases.

### Texts

A study of selected texts:

- Suras 1, 2, 96 and 112.

## Section 11d: Judaism

Students must answer TWO questions from a choice of FIVE.

### Developments

#### A study of the development of Judaism:

- Moses Mendelssohn, historical and religious context, key teachings and significance
- David Friedlander, Abraham Geiger, historical and religious context, key teachings and significance
- Samson Raphael Hirsch, historical and religious context, key teachings and significance
- Zionism and the state of Israel, historical and religious context, key emphases and events
- The Holocaust, historical context, significance for Jewish beliefs.

### Key Concepts

A study of key concepts and emphases:

- Law and authority, meaning and significance
- The covenant people of God, meaning and significance
- Chasidism, types, key people and distinctive emphases.

### Texts

A study of selected texts:

- Exodus 21, 22 and Leviticus 19
- The Ethics of the Fathers (I-VI)
- The 13 Principles of Faith (Maimonides).

## Unit 12: Issues in Religion

Students will be expected to draw together their knowledge and understanding of the connections between different units from across their full Advanced GCE programme of study.

The assessment of this unit will be by an examination of one hour thirty minutes' duration. It forms the synoptic assessment of this Advanced GCE. Students should spend approximately 40% of their A2 learning time on this unit.

Students are required to study ONE of the following 32 topics. The study should develop the students' knowledge and understanding of the connections between different units. Students should explicitly draw together the knowledge, understanding and skills learned in different units of this Advanced GCE course. They should also relate such connections to their broader context and to specified aspects of human experience. The content, which forms the basis for these connections, is specified in Units 2–11. Students will select and adapt the relevant content and skills so as to meet the synoptic demands of AO1 and AO2.

The examination will contain one question on each topic listed below. Students will be required to answer one question only. Students will not be permitted to take any documents into the examination.

**Note:** Wherever the phrase 'one world religion' appears, this means either Buddhism, Hinduism, Islam or Judaism.

## Philosophy of Religion and Old Testament/Jewish Bible

Units 2 + 3a (AS)/7 + 8a (A2)

**Either**

### **1 The nature of God in the Old Testament and Philosophy of Religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- arguments for the existence of God, nature of God in the context of problems of evil and suffering, God and miracles
- the experience of God for Abraham, Moses, Samuel, Solomon and the Prophets; covenant, relationship, law and faith.

**Or**

### **2 A study of religious language in the Old Testament/Jewish Bible.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- analogy, language games, myth and symbol, verification and falsification
- language of faith, language of law, language of worship, language of prophecy.

## Philosophy of Religion and Religious Ethics

Units 2 + 3b (AS)/7 + 8b (A2)

**Either**

### **3 A study of religious and ethical language.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- analogy, language games, myth and symbol, verification and falsification
- meanings and definition of ethical terms, 'is-ought', debates about the meaning of good.

**Or**

### **4 A philosophical study of applied ethics.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- skills in philosophy (philosophical arguments and debate, analysis of language)
- situation ethics, utilitarianism, deontology, emotivism, intuitionism, natural moral law, conscience and freedom, sexual ethics, war and peace, authority, justice, law and punishment.

## Philosophy of Religion and New Testament

Units 2 + 4 (AS)/7 + 9 (A2)

**Either**

### **5 A philosophical study of life after death in the New Testament.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- arguments for and against belief in life after death, resurrection, immortality of the soul
- gospel accounts, teachings of Paul, resurrection appearances, spiritual/physical, eternal life, symbolism of life after death, judgement eschatology, apocalyptic teaching.

**Or**

### **6 The nature and significance of miracles in the New Testament and Philosophy of Religion with an analysis of the similarities and differences.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- philosophical debates about miracles
- miracles (of nature, healing and exorcism), power of God, kingdom of God.

## Philosophy of Religion and Christianity

Units 2 + 5 (AS)/7 + 10 (A2)

**Either**

### **7 A philosophical investigation of Christian beliefs about the nature of God.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- arguments for the existence of God, nature of God in the context of problems of evil and suffering, God and miracles
- God, incarnation, the nature of God, the nature of and reasons for Christian beliefs about God (a personal God, omnipotence, a suffering God/death of God, God as creator, the ongoing debate with science), Black Theology, African Theology, teachings about God, the reign of God, teachings about the nature of God, Christian beliefs about the Trinity.

**Or**

### **8 A philosophical study of Christian attitudes to life after death.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- arguments for and against belief in life after death, reincarnation, rebirth, resurrection, immortality of the soul
- a study of Christian beliefs about death and eternal life (the theological implications of the resurrection of Jesus, eschatology in Christian teaching, demythologisation).

**Or**

**9 An investigation of the religious experience of a significant person/group.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- religious experience and arguments for the existence of God, religious experience in the context of evil and suffering, religious experience and miracles, religious experience and language
- at least one of the following: Henry VIII, Mary I, Edward VI, Elizabeth I, John Fisher, Sir Thomas More, Matthew Parker, John Jewel, Richard Hooker, Thomas Cranmer, Desiderius Erasmus, Martin Luther, Huldreich Zwingli, Dietrich Bonhoeffer, William Temple, base communities, José Miguez Bonino, Gustavo Gutiérrez, James I, Charles I, Charles II, James II, William and Mary, Oliver Cromwell, William Laud, George Fox, John Calvin, Ignatius Loyola, Balthasar Hubmaier, Menno Simons, the Oxford Movement, Karl Barth, Hans Küng, Karl Rahner, James H Cone, Jürgen Moltmann.

**Philosophy of Religion and World Religions**

**Units 2 + 6 (AS)/7 + 11 (A2)**

**Either**

**10 A study of philosophical arguments in one religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- skills in philosophy (philosophical arguments and debates, analysis of language)
- debates between different Buddhist schools/traditions, philosophical debates within Hindu thought, analysis of argument in Islamic thought, philosophical arguments used by Jewish thinkers.

**Or**

**11 A philosophical study of attitudes to life after death in one world religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- arguments for and against belief in life after death, reincarnation, rebirth, resurrection, immortality of the soul
- Buddhism and rebirth, Hinduism and reincarnation, Islam and resurrection, Judaism and resurrection.

**Old Testament/Jewish Bible and New Testament**

**Units 3a + 4 (AS)/8a + 9 (A2)**

**Either**

**12 A comparative study of moral and social teaching in the Old Testament/Jewish Bible and New Testament.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- teachings on law, obedience, love, righteousness, reward and punishment, Decalogue
- teachings of Peter and Paul, Jesus' teachings — parables, sermons.

**Or**

**13 The nature of God in the Old Testament/Jewish Bible and New Testament.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- God as creator, sustainer, covenant, special relationship, law, obedience
- nature of love, atonement, forgiveness, salvation.

**Old Testament/Jewish Bible and Christianity**

**Units 3a + 5 (AS)/8a + 10 (A2)**

**Either**

**14 A study of the application of Old Testament/Jewish Bible teachings on moral and social issues within Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- teachings on law, obedience, Decalogue, reward and punishment, love
- the teachings and actions of the Church of England from the nineteenth century, William Temple, Liberation Theology in Latin America, José Miguez Bonino, Gustavo Gutiérrez, Christian teachings on social issues (sexual conduct, marriage and the family, the use of money), the effect of social, political and cultural factors on Christianity from the nineteenth century, Black Theology in North America, African Theology, James H Cone, Jürgen Moltmann, Christian teachings on employment, leisure and relations with other religions

**Or**

**15 A comparative study of the presentation and nature of God in the Old Testament/Jewish Bible and Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- God as creator and sustainer, law, obedience, faith, covenant
- William Temple, Christian beliefs about God (a personal God, omnipotence, a suffering God/death of God, God as creator, the ongoing debate with science), John Calvin, Karl Barth, Hans Küng, Black Theology in North America, Latin American Liberation Theology, James H Cone, Christian beliefs about the Trinity.

**Or**

**16 A study of the relationship between the state and religion in the Old Testament/Jewish Bible and Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- religious duties, role of priests, Temple, relationship with secular authorities

- the place of religion in the reformation of Henry VIII, the impact of the reigns of Henry VIII, Edward VI, Mary I and Elizabeth I on the development of the Reformation, the development of the Protestant Reformation in Germany and Switzerland, Martin Luther, persecution of the Christian Churches in Germany in the 1530s and 1540s, persecution of the Christian Churches in Russia and Eastern Europe from 1517, Dietrich Bonhoeffer, the influence of the Church of England, the Roman Catholic Church and the Free Churches on public life, a study on the influences on the later Reformation in England — the relationship between the Church and State, the impact of the reigns of James I, Charles I, Charles II, James II and William and Mary on the development of the Reformation in England, relationship between Church and State during the Reformation in England, developments in the United Kingdom from the nineteenth century, the State taking responsibility for health and education.

## Old Testament/Jewish Bible and World Religion

Units 3a + 6 (AS)/8a + 11 (A2)

### Either

#### **17 A comparative study of significant concepts in the Old Testament/Jewish Bible and one world religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- law, ethics, authority, worship
- belief in God, relationship between belief and practice, suffering, self, law and authority, revelation, covenant.

### Or

#### **18 A comparative study of the contributions of significant people in the Old Testament/Jewish Bible and one world religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- Abraham, Moses, Samuel, King Solomon, Hosea, Amos, Jeremiah
- Gautama the Buddha, Ashoka, Pure Land and Zen leaders, avatars, Ramakrishna, M K Gandhi, Dayananda Sarasvati, Sri Radhakrishnan, Muhammad, Rightly Guided Caliphs, Sufi teachers, Rashi, Judah Halevi, Moses Maimonides, Moses Mendelssohn, David Friedland, Abraham Geiger, Samson Raphael Hirsch, Chasidic teachers.

## Religious Ethics and New Testament

Units 3b + 4 (AS)/8b + 9 (A2)

### Either

#### **19 A study of the relationship between religion and morality.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- reasons for and against the view that morality derives from religion and that morality is independent of religion, including critiques of links, moral arguments for the existence of God
- law, forgiveness, righteousness, love, judgement, obedience, trust, faith.

**Or**

**20 A study of ethical concepts in the New Testament.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- utilitarianism, situation ethics, deontology, emotivism, intuitionism, natural moral law.
- love for others, non-violence, concern for the poor and needy, rejection of wealth, marriage, divorce, theft, murder.

**Religious Ethics and Christianity**

**Units 3b + 5 (AS)/8b + 10 (A2)**

**Either**

**21 A study of ethical theory and ethics in Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- utilitarianism, situation ethics, deontology, emotivism, intuitionism, Natural Moral Law
- the conflict between Nazi ideology and Christian belief and practice, the conflict between Communist ideology and Christian belief and practice, Dietrich Bonhoeffer, the teachings and actions of the Church of England from the nineteenth century, Liberation Theology in Latin America, José Miguez Bonino, Gustavo Gutiérrez, Christian teachings on social issues (sexual conduct, marriage and the family, the use of money), George Fox, Black Theology in North America, African Theology, James H Cone, Jürgen Moltmann, Christian teachings on employment, leisure and relations with other religions.

**Or**

**22 A study of applied ethics in Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- conscience and freedom, war and peace, authority, justice, law and punishment.
- Dietrich Bonhoeffer, the teachings and actions of the Church of England from the nineteenth century, William Temple, the conflict between Nazi ideology and Christian belief and practice, the conflict between Communist ideology and Christian belief and practice, Liberation Theology in Latin America, José Miguez Bonino, Gustavo Gutiérrez, Christian teachings on social issues (sexual conduct, marriage and the family, the use of money), George Fox, Black Theology in North America, African Theology, James H Cone, Jürgen Moltmann, Christian teachings on employment, leisure and relations with other religions.

**Or**

**23 A study of the relationship between the state and Christianity in the period of Church history studied.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- conscience and freedom, war and peace, authority, justice, law and punishment

- the place of religion in the reformation of Henry VIII, the impact of the reigns of Henry VIII, Edward VI, Mary I and Elizabeth I on the development of the Reformation, the development of the Protestant Reformation in Germany and Switzerland, Martin Luther, the conflict between Nazi ideology and Christian belief and practice, the conflict between Communist ideology and Christian belief and practice, Dietrich Bonhoeffer, the teachings and actions of the Church of England from the nineteenth century, Liberation Theology in Latin America, José Miguez Bonino, Gustavo Gutiérrez, the influences on the later Reformation in England, the impact of the reigns of James I, Charles I, Charles II, James II and William and Mary on the development of the Reformation in England, John Calvin, religious developments in the United Kingdom from the nineteenth century.

## Religious Ethics and World Religion

Units 3b + 6 (AS)/8b + 11 (A2)

### Either

#### 24 A study of applied ethics in one world religion.

Students will select and adapt relevant content and/or skills from among the following specification details:

- conscience and freedom, sexual ethics, war and peace, authority, justice, law and punishment
- Buddhist ethics, Hindu ethics, Islamic ethics, Jewish ethics.

### Or

#### 25 A study of ethical concepts in one world religion.

Students will select and adapt relevant content and/or skills from among the following specification details:

- utilitarianism, situation ethics, deontology, emotivism, intuitionism, natural moral law
- Buddhist ethics, Hindu ethics, Islamic ethics, Jewish ethics.

## New Testament and Christianity

Units 4 + 5 (AS)/9 + 10 (A2)

### Either

#### 26 The application of the teachings of the New Testament concerning moral and social issues within Christianity.

Students will select and adapt relevant content and/or skills from among the following specification details:

- love for others, non-violence, concern for the poor, outcasts, rejection of personal wealth, marriage, divorce
- the teachings and actions of the Church of England from the nineteenth century, William Temple, Liberation Theology in Latin America, José Miguez Bonino, Gustavo Gutiérrez, Christian teachings on social issues (sexual conduct, marriage and the family, the use of money), the effect of social, political and cultural factors on Christianity from the nineteenth century, Dietrich Bonhoeffer, Black Theology in North America, African Theology, James H Cone, Jürgen Moltmann, Christian teachings on employment, leisure and relations with other religions.

**Or**

**27 A study of the differing views of the person and work of Christ in the New Testament and the Christian Church.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- Christ as Messiah, Saviour, son of God, son of man, the lamb of God, atonement, miracles, teachings, judgement
- Martin Luther, Huldreich Zwingli, William Temple, key Christian beliefs about the person of Jesus, John Calvin, Balthasar Hubmaier and Menno Simons, Dietrich Bonhoeffer, the Oxford Movement, Karl Barth, Hans Küng, Black Theology in North America, African Theology, Latin American Liberation Theology, James H Cone, Jürgen Moltmann, Christian beliefs about atonement and salvation.

**Or**

**28 A comparative study of the contributions of significant people in the New Testament and Christianity.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- Christ, Peter, Paul, the Apostles, Mary
- Henry VIII, Mary I, Edward VI, Elizabeth I, John Fisher, Sir Thomas More, Matthew Parker, John Jewel, Richard Hooker, Thomas Cramner, Desiderius Erasmus, Martin Luther, Huldreich Zwingli, Dietrich Bonhoeffer, William Temple, base communities, José Miguez Bonino, Gustavo Gutiérrez, James I, Charles I, Charles II, James II, William and Mary, Oliver Cromwell, William Laud, George Fox, John Calvin, Ignatius Loyola, Balthasar Hubmaier, Menno Simons, the Oxford Movement, Karl Barth, Hans Küng, Karl Rahner, Black Theology in North America, African Theology, Latin American Liberation Theology, James H Cone, Jürgen Moltmann.

## **New Testament and World Religions**

**Units 4 + 6 (AS)/9 + 11 (A2)**

**Either**

**29 Significant concepts in the New Testament and one world religion with an analysis of the similarities and differences.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- concepts of love, forgiveness, prayer, worship, ethics
- belief in God, relationship between belief and practice, suffering, self, law and authority, revelation, covenant.

**Or**

**30 A comparative study of the contributions of significant people in the New Testament and one world religion.**

Students will select and adapt relevant content and/or skills from among the following specification details:

- Christ, Peter, Paul, the Apostles, Mary

- at least one of: Gautama the Buddha, Ashoka, Pure Land and Zen leaders, avatars, Ramakrishna, M K Gandhi, Dayananda Sarasvati, Sri Radhakrishnan, Muhammad, Rightly Guided Caliphs, Sufi teachers, Rashi, Judah Halevi, Moses Maimonides, Moses Mendelssohn, David Friedland, Abraham Geiger, Samson Raphael Hirsch, Chasidic teachers.

## Christianity and World Religions

Units 5 + 6 (AS)/10 + 11 (A2)

### Either

#### 31 Significant beliefs in Christianity and one world religion with an analysis of the similarities and differences.

Students will select and adapt relevant content and/or skills from among the following specification details:

- the development of non-conformity and sectarianism in England during the Reformation, Thomas Cranmer, Martin Luther, Huldreich Zwingli, Dietrich Bonhoeffer, the nature of and reasons for Christian beliefs about God, Christian beliefs about the person of Jesus, the nature and purposes of Christian worship, John Calvin, Ignatius Loyola, Balthasar Hubmaier, Menno Simons, the Oxford Movement, Karl Barth, Hans Küng, Karl Rahner, Black Theology in North America, African Theology, Latin American Liberation Theology, James H Cone, Jürgen Moltmann, Christian beliefs about the Trinity, Christian beliefs about the person of Jesus, Christian beliefs about atonement and salvation, Christian beliefs about death and eternal life
- belief in God, relationship between belief and practice, suffering, self, law and authority, revelation, covenant.

### Or

#### 32 A comparative study of the contributions of significant people in Christianity and one world religion.

Students will select and adapt relevant content and/or skills from among the following specification details:

- Henry VIII, Mary I, Edward VI, Elizabeth I, John Fisher, Sir Thomas More, Matthew Parker, John Jewel, Richard Hooker, Thomas Cranmer, Desiderius Erasmus, Martin Luther, Huldreich Zwingli, Dietrich Bonhoeffer, William Temple, José Miguez Bonino, Gustavo Gutiérrez, James I, Charles I, Charles II, James II, William and Mary, Oliver Cromwell, William Laud, George Fox, John Calvin, Ignatius Loyola, Balthasar Hubmaier, Menno Simons, the Oxford Movement, Karl Barth, Hans Küng, Karl Rahner, Black Theology in North America, African Theology, Latin American Liberation Theology, James H Cone, Jürgen Moltmann
- Gautama the Buddha, Ashoka, Pure Land and Zen leaders, avatars, Ramakrishna, M K Gandhi, Dayananda Sarasvati, Sri Radhakrishnan, Muhammad, Rightly Guided Caliphs, Sufi teachers, Rashi, Judah Halevi, Moses Maimonides, Moses Mendelssohn, David Friedland, Abraham Geiger, Samson Raphael Hirsch, Chasidic teachers.

# Coursework

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## The AS Coursework Unit (Unit 1)

Unit 1 will be assessed by one piece of coursework with a recommended length of 2000 to 2500 words. Students will be assessed according to the published Assessment Objectives, not on the length of the coursework. The coursework will be internally marked and externally moderated.

Coursework topics must **either** be drawn from the list of approved coursework titles found in this Guide, **or** will require Edexcel approval, using the *Coursework Approval Form* in *Appendix 1*. **Titles may be based upon units being studied for the AS or based upon other relevant AS Religious Studies units as appropriate. However, duplication and direct overlap between the content of the coursework topic and the content of other examined units must be avoided.**

Coursework should be originally written by the student and certified by the centre as the student's own work. It should include a bibliography of materials. The bibliography should include a detailed list of all books, articles, newspapers or other sources consulted, with **author, date, title and publisher and/or place of publication**. The bibliography must be arranged alphabetically in the order of the writer's last name (surname).

Although teachers will be responsible for the authentication of a student's coursework as the student's own work, teachers will be able to provide some guidance. For example this may include:

- examining skills applicable to coursework
- defining topics
- suggesting possible approaches
- discussing ideas.

Teacher guidance should, however, be limited to the extent that teachers are still able to authenticate the work as the student's own original work.

Using the *Coursework Approval Form* in *Appendix 2*, students are required to submit the title of their proposed piece of coursework for approval by Edexcel **if it is not on the approved list**.

For a coursework title to be approved it must:

- indicate the precise area or aspect of the topic which is being considered
- show, either through its wording or in the elaboration of sub-headings, how it fulfils the aims of the specification and the two assessment objectives.

The coursework approval forms can be submitted at any time during the course **but by no later than 15 December in the calendar year preceding the examination**. The forms will normally be returned to centres four weeks after submission.

The completed coursework should be sent to the Edexcel moderator allocated to your centre by the date advised in the Edexcel Information Manual in the year of the examination. A signed *Statement of Authentication and Mark Scheme (Appendix 1)* **must** be attached to each piece of coursework.

In addition, if the coursework title is not from the approved list, the completed *Coursework Approval Form (Appendix 2)* should be attached.

## Coursework topics

This section illustrates the topic areas from which the coursework titles are drawn. Please refer to the *Coursework and Teacher's Guide* for the actual coursework titles.

### Unit 2: Topics in the study of Philosophy of Religion

- 1 Religious belief; faith and reason; revelation.
- 2 Religious experience; meditation.
- 3 Relationship between mind and body from contrasting standpoints in Western and/or Eastern philosophy of religion.
- 4 A study of one or more philosophers of religion.
- 5 A study of a topic related to one of the following disciplines in the study of religion: anthropology of religion; psychology of religion; sociology of religion.

### Unit 3, Section 3a: Topics in the study of the Old Testament/Jewish Bible

- 1 Ethics and Religion: the relationship between biblical teaching and ethical/moral behaviour. The importance of the Bible in ethical thinking.
- 2 Science and Religion: with reference to nineteenth and twentieth century debates about the Bible.
- 3 The nature and activity of God as presented in one book or part of a book in the Old Testament/Jewish Bible (not studied in Unit 2).
- 4 Monotheism and the nature of God.
- 5 A study of the teaching of the Churches in relation to Biblical ethics.
- 6 The relevance of Old Testament/Jewish Bible teaching for religious belief today.
- 7 A specific topic exploring the application of Old Testament/Jewish Bible teaching, involving an examination of issues relating to moral/ethical behaviour.
- 8 A topic related to Old Testament/Jewish Bible and ethical behaviour (not studied in any other unit).

### Unit 3, Section 3b: Topics in the study of Religious Ethics

- 1 Medical ethics related to one or more of: eugenics, abortion, embryo research, euthanasia, suicide.
- 2 Animal rights.
- 3 Conservation of the environment.
- 4 Equality (racial or sexual).
- 5 Business ethics.

## **Unit 4: Topics in the study of the New Testament**

- 1 The approaches of scholars to an understanding of the composition, authorship, date, purpose(s) and characteristics of one New Testament book (not studied in Unit 3).
- 2 A study of the person of Jesus.
- 3 The nature, purpose and presentation of miracles in the New Testament.
- 4 An examination of the historical reliability of the New Testament.
- 5 A study of the teaching of the Churches in relation to New Testament ethics.
- 6 The relevance of New Testament teaching for religious belief today.
- 7 A specific topic exploring the application of New Testament teaching, involving an examination of issues relating to moral/ethical behaviour.
- 8 A topic related to the New Testament (not studied in any other unit).

## **Unit 5: Topics in the study of Christianity and the Christian Church**

- 1 The development of Christianity during either the Early Church (70–451) or the Medieval Church (1054–1417).
- 2 Divisions and differences within Christianity.
- 3 A topic related to developments in Religious Education and/or school worship within the period 1870 to the present day.
- 4 Laity or the place of women in Christianity and Christian theology.
- 5 A study of relations between Church and State in a specified country at a particular period.
- 6 A study of specified aspects of Christianity and/or Christian theology in North America or Latin America or Africa or Asia.
- 7 A topic related to Christianity (or the Church) and Science or Society (not studied in any other unit).

## **Unit 6: Topics in the study of World Religions**

- 1 Religious pluralism in theory and practice.
- 2 Religious practice in a multi-cultural society, including the UK.
- 3 Inter-faith dialogue.
- 4 A study of the contrasting beliefs about God and/or existence in two different religions or within one religion.
- 5 An examination of the religious, social and cultural aspects of practices, festivals and rites of passage in one or more religions and their significance for the development of the individual and the community.

# Textbooks and other resources

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There is a wide range of textbooks appropriate for the teaching of this specification. Students are expected to read widely. It is recommended that students are aware of current religious events and issues reported in newspapers and on television. There is an increasingly wide range of information available on video, the internet and CD-Rom, and in a variety of other forms from religious and voluntary organisations.

The reading list given below is not to be regarded as prescribed reading, nor is it exhaustive. It indicates the range and diversity of sources relevant to teachers, and is intended as a recommended list from which a selection can be made to enable staff to read around their subject. Edexcel does not guarantee that the books are currently in print. The status of any book can be checked at any time using book sales websites such as [www.amazon.co.uk](http://www.amazon.co.uk). Websites such as [www.abebooks.com](http://www.abebooks.com) can be used to obtain books that are out of print.

## Philosophy of Religion

- Ahluwalia L — *Foundation for the Study of Religion* (Hodder & Stoughton, 2001)
- Ayer A — *Language, Truth and Logic* (Penguin, 1936)
- Banner M — *The Justification of Science and the Rationality of Religious Belief* (OUP, 1990)
- Barbour I — *Religion and Science* (SCM, 1998)
- Brown S — *Philosophy of Religion* (Routledge, 2000)
- Brown S — *Philosophy of Religion: an Introduction with Readings* (Blackwell, 2000)
- Clack B and B — *The Philosophy of Religion: A Critical Introduction* (Polity, 1998)
- Cole P — *Philosophy of Religion* (Hodder & Stoughton, 1999)
- Cole P and Lee J — *Philosophy of Religion series: Religious Language* (Abacus Educational Services, 1994)
- Craig W and Smith Q — *Theism, Atheism and the Big Bang* (Oxford University Press, 1995)
- Craig W — *Philosophy of Religion: a Contemporary Reader and Guide* (Edinburgh University Press, 2001)
- Davies B — *An Introduction to Philosophy of Religion* (Oxford University Press, 1995)
- Davies B — *Philosophy of Religion: a Guide and Anthology* (Oxford University Press, 2000)
- Dawkins R — *The Blind Watchmaker* (Longman Scientific & Technical, 1986)
- Durkheim E — *The Elementary Forms of Religious Life* (Oxford Paperbacks, 2001)
- Flew A — *God, Freedom and Immortality: A Critical Analysis* (Prometheus Books, 1984)
- Flew A — *Theology and Falsification* (SCM, 1955)
- Gale R — *The Existence of God* (Ashgate, 2002)
- Gaskin J — *Varieties of Unbelief* (Macmillan, 1989)
- Griffin D — *God, Power and Evil: A Process Theodicy* (The Westminster Press, 1976)
- Hawking S — *A Brief History of Time* (Bantam, 1987)

Hay D — *Religious Experience Today* (Mowbray, 1990)

Helm P — *Faith and Reason* (Oxford University Press, 1999)

Hick J — *Arguments for the Existence of God* (Macmillan, 1971)

Hick J — *Death and Eternal Life* (Macmillan, 1985)

Hick J — *Evil and the God of Love* (Macmillan, 1985)

Hick J — *Faith and Knowledge* (Fount, 1966)

Hick J — *God and the Universe of Faith* (Oneworld Publications, 1993)

Hick J — *Philosophy of Religion* (Prentice Hall, 1989)

Hick J — *The Existence of God* (Macmillan, 1977)

Holloway R — *Godless Morality* (Canongate, 1999)

Horner C and Westacott F — *Thinking Through Philosophy* (CUP, 2000)

Hunt D — *In Defence of the Faith* (Harvest House, 1996)

Jordan A/Lockyer N and Tate E — *Philosophy of Religion for A level* (Stanley Thorne, 1999)

Josh S — *Atheism* (Prometheus, 2000)

Kuhn T S — *The Structure of Scientific Revolutions* (University of Chicago Press, 1970)

Larrimore M — *The Problem of Evil* (Blackwell, 2000)

Luhman R — *Philosophy of Religion series: the Problem of Evil* (Abacus Educational Services, 1995)

Mackie J L — *Evil and Omnipotence* (Mind, 1955)

Mackie J L — *The Miracle of Theism* (OUP, 1982)

Magee B — *Confessions of a Philosopher* (Phoenix, 1997)

Magee B — *The Story of Philosophy* (Dorling Kindersley, 2001)

Mathewes C — *Evil and the Augustinian Tradition* (Cambridge University Press, 2001)

McDowell J — *New Evidence that Demands a Verdict* (Thomas Nelson, 1999)

McGrath A — *Science and Religion: an Introduction* (Blackwell, 1999)

Mitchell B — *The Philosophy of Religion* (Oxford University Press, 1971)

Moody R — *The Light Beyond* (Bantam Doubleday, 1988)

Nagel T — *What Does it all Mean?* (OUP, 1987)

Palmer M — *The Question of God* (Routledge, 2001)

Peterson M et al — *Philosophy of Religion: Selected Readings* (Oxford University Press, 2001)

Peterson M et al — *Reason and Religious Belief— 2nd Edition* (Oxford University Press, 1998)

Phillips D Z — *The Concept of Prayer* (Routledge, 1976)

Polkinghorne J — *Science and Theology* (SPCK, 1998)

Quinn P and Taliaferro C — *A Companion to Philosophy of Religion* (Blackwell, 2002)

Richards J — *The Philosophy of Religion* (Heinemann, 1998)

Richardson A and Bowden J — *A New Dictionary of Christian Theology* (SCM, 1989)

- Rowe W — *God and the Problem of Evil* (Blackwell, 2001)
- Rowe W and Wainwright W — *Philosophy of Religion: Selected Readings* (Harcourt Brace, 1998)
- Russell B — *Why I am not a Christian* (Routledge, 1999)
- Sire J — *Why Should Anyone Believe Anything at All?* (IVP, 1994)
- Stump E and Murray M — *Philosophy of Religion: the Big Question* (Blackwell, 1999)
- Swinburne R — *Is there a God?* (Oxford University Press, 1996)
- Swinburne R — *Miracles* (Macmillan, 1989)
- Swinburne R — *The Concept of Miracle* (Macmillan, 1971)
- Swinburne R — *The Existence of God* (OUP, 1979)
- Thompson M — *Religion and Science* (Hodder & Stoughton, 1991)
- Thompson M — *Teach Yourself Philosophy of Religion* (Teach Yourself Books, 1997)
- Tyler S — *AS/A Religious Studies: Philosophy of Religion and Ethics* (Philip Allan Updates, 2001)
- Tyler S — *Exam Revision Notes: A/AS Level Religious Studies* (Philip Allan Updates, 2000)
- Tyler S and Reid G — *Advanced Religious Studies* (Philip Allan Updates, 2002)
- Vardy P — *And If It's True?* (Marshall Pickering, 1998)
- Vardy P — *The Puzzle of Evil* (Fount, 1992)
- Vardy P — *The Puzzle of God* (Fount, 1995)
- Vardy P — *What is Truth?* (UNSW Press, 1999)
- Watts F — *Science meets Religion* (SPCK, 1998)
- Wiles M — *God's Action in the World* (SCM, 1986)
- Yandell K — *Philosophy of Religion* (Routledge, 1998)

### **Video**

Religion and Philosophy on video [www.insight-media.com](http://www.insight-media.com)  
2162 Broadway New York NY USA 10024-0621

Philosophy Videos  
Resources in Training and Education Ltd  
Cross Tree, Walton St  
Walton-in-Gordano, Clevedon  
Somerset BS21 7AW

### **Websites**

[www.dialogue.org.uk](http://www.dialogue.org.uk)  
[www.dialogueeducation.com](http://www.dialogueeducation.com)

## Old Testament/Jewish Bible

NIV Bible

Anderson B — *The Living World of the Old Testament* (Longman, 1988)

Barton J — *Ethics and the Old Testament* (SCM, 1998)

Blenkinsopp J — *Wisdom and Law in the Old Testament* (Oxford University Press, 1995)

Bright J — *A History of Israel* (Westminster John Knox, 2001)

Bruce F F — *Israel and the Nations* (IVP, 1998)

Coogan M — *The Oxford History of the Biblical World* (Oxford University Press, 2001)

Drane J — *Introducing the Old Testament* (Lion, 2000)

Metzger B M — *The Oxford Companion to the Bible* (Oxford University Press, 1993)

Prevost J P — *How to Read the Prophets* (SCM, 1996)

Reid G — *AS/A Religious Studies: Biblical Studies* (Philip Allan Updates, 2001)

Tyler S and Reid G — *Advanced Religious Studies* (Philip Allan Updates, 2002)

Westermann C — *Genesis* (T & T Clark, 1987)

Yancey P — *What's So Amazing About Grace?* (HarperCollins, 1997)

## Religious ethics

Ahluwalia L — *Foundation for the Study of Religion* (Hodder & Stoughton, 2001)

Almond B — *Introducing Applied Ethics* (Blackwell, 1995)

Atkinson D and Field, D — *New Dictionary of Christian Ethics and Pastoral Theology* (IVP, 1995)

Ayer A — *Language, Truth and Logic* (Penguin, 1936)

Bailey D S — *Homosexuality and the Western Tradition* (Shoe String Press, 1986)

Baird R and Rosebaum S — *The Ethics of Abortion* (Prometheus, 2001)

Billington R — *An Introduction to Moral Thought — 2nd Edition* (Routledge, 1998)

Blackburn S — *Being Good* (Oxford University Press, 2001)

Bonnington M and Fyall B — *Homosexuality and the Bible* (Grove Books, 1996)

Boss J — *Ethics for Life* (Mayfield, 1998)

Cahn S and Markie P — *Ethics — 2nd Edition* (Oxford University Press, 2002)

Cook D — *The Moral Maze* (SPCK, 1993)

Dworkin R — *Life's Dominion: Argument about Abortion and Euthanasia* (Harper Collins, 1994)

Eareckson Tada J — *When is it Right to Die?* (Marshall Pickering, 1992)

Fletcher J — *Situation Ethics* (SCM, 1966)

Frankena W — *Ethics* (Prentice Hall, 1993)

- Gensler H — *Ethics* (Routledge, 1998)
- Gill R — *The Cambridge Companion to Christian Ethics* (Cambridge University Press, 2000)
- Harris J — *The Value of Life* (Routledge, 1984)
- Hart H L — *Law, Liberty and Morality* (OUP, 1986)
- Holm J and Bowker J — *Making Moral Decisions* (Continuum, 2000)
- Howatch S — *Scandalous Risks* (HarperCollins, 1990)
- Hudson W — *Modern Moral Philosophy* (Palgrave, 1983)
- Jones D G — *Valuing People* (Paternoster Press, 1999)
- Jordan M — *The Ethics of Sex* (Blackwell, 2001)
- La Follette H — *Ethics in Practice: an Anthology* (Blackwell, 1997)
- La Follette H — *The Blackwell Guide to Ethical Theory* (Blackwell, 1999)
- MacIntyre A — *A Short History of Ethics — 2nd Edition* (Routledge, 1998)
- Macquarrie I and Childress J — *A New Dictionary of Christian Ethics* (SCM, 1990)
- Moberley E — *Homosexuality: A New Christian Ethic* (James Clarke, 1983)
- Moore G E — *Principia Ethica* (CUP, 1993)
- Nagel T — *What Does it all Mean?* (OUP, 1987)
- Norman R — *The Moral Philosophers* (Oxford University Press, 1992)
- Palmer M — *Moral Problems* (Lutterworth, 1991)
- Philips D — *Religion and Morality* (Macmillan, 1995)
- Pojman L — *Moral Philosophy: a Reader* (Hackett, 1998)
- Porter J — *Moral Action and Christian Ethics* (CUP, 1995)
- Rachels J — *The Elements of Moral Philosophy — 3rd Edition* (McGraw-Hill, 1999)
- Raphael D — *Moral Philosophy — 2nd Edition* (Oxford University Press, 1994)
- Richardson A and Bowden J — *A New Dictionary of Christian Theology* (SCM, 1989)
- Rosenstand N — *The Moral of the Story* (Mayfield, 2000)
- Singer P — *Applied Ethics* (Oxford University Press, 1986)
- Singer P — *A Companion to Ethics* (Blackwell, 1997)
- Smith D — *Life and Morality* (Gill and Macmillan, 1996)
- Spinoza B — *Ethics* (Wordsworth, 2001)
- Sterba J — *Ethics: the Big Questions* (Blackwell, 1998)
- Stott J — *Issues Facing Christians Today* (Marshall Pickering, 1999)
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The Buddhist Society  
58 Eccleston Square  
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SW1V 1PH

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Arberry A — *An Introduction to the History of Sufism* (Sangam, 1998)

Armstrong K — *Islam: A Short History* (Phoenix, 2002)

Azzam A — *The Ethical Message of Muhammad* (Islam Text Society, 1993)

Clarke P — *Islam* (Routledge, 1990)

Cook M — *The Koran* (Oxford University Press, 2000)

Cragg K — *The Event of the Qur'an* (One World, 1994)

Daniel N — *Islam and the West* (One World, 1997)

Denny F — *An Introduction to Islam* (Macmillan, 1994)

Elias J — *Islam* (Routledge, 1999)

Esposito — *Islam: The Straight Path* (Oxford University Press, 1998)

Forward M — *Muhammad: A Short Biography* (One World, 1997)

Guillaume A — *Tradition of Islam* (Curzon, 1993)

Lings M — *Muhammad: His Life based on the Earliest Sources* (Islamic Texts Society, 1992)

Maqsood R — *Teach Yourself Islam* (Teach Yourself Books, 2001)

Montgomery Watt W — *Early Islam* (Edinburgh University Press, 1991)

Montgomery Watt W — *Introduction to the Qur'an* (Edinburgh University Press, 1995)

Nasr S — *Ideals and Realities of Islam* (Hudson, 1985)

Neusner J and Brockopp J — *Judaism and Islam in Practice* (Routledge, 1999)

Rahman F — *Islam — 2nd Edition* (Seerah Foundation, 1991)

Rahman F — *Major Themes of the Qur'an* (Bibliotheca Islamiac, 1994)

Rippon A — *Muslims: Their Religious Beliefs and Practices* (Blackwell, 2000)

Rodinson M — *Muhammad* (Penguin, 1996)

Ruthven M — *Islam in the World — 2nd Edition* (Penguin, 2000)

Waines D — *An Introduction to Islam* (Cambridge University Press, 1995)

Watt M — *Early Islam* (Edinburgh University Press, 1991)

### **Judaism**

Abramson G — *The Blackwell Companion to Jewish Culture* (Blackwell, 1989)

Alexander P — *Textual Sources for the Study of Judaism* (Manchester University Press, 1984)

Cohen N — *The Way into Torah* (Jewish Lights Publishing, 2000)

Cohn-Sherbok D — *Judaism* (Routledge, 1999)

Davies W — *The Cambridge History of Judaism* (Cambridge University Press, 1999)

De Lange N — *An Introduction to Judaism* (Cambridge University Press, 2000)

Epstein I — *Judaism* (Penguin, 1990)

Goldberg H — *The Life of Judaism* (University of California Press, 2001)

Grayzel S — *History of the Jews: from the Babylonian Exile to the Present* (Plume, 1968)

Jacobs L — *Principles of the Jewish Faith* (Kuperard, 1995)

Magonet J — *The Explorer's Guide to Judaism* (Hodder, 1998)

Neusner J and Avery-Peck A — *The Blackwell Companion to Judaism* (Blackwell, 2000)

Neusner J and Avery-Peck A — *The Blackwell Reader in Judaism* (Blackwell, 2001)

Neusner J and Brockopp J — *Judaism and Islam in Practice* (Routledge, 1999)

Pilkington C — *Teach Yourself Judaism* (Teach Yourself Books, 1995)

Singer (tr) — *The Authorised Daily Prayer Book* (Cambridge University Press, 1992)

Steinberg M — *The Making of the Modern Jew* (University Press of America, 1987)

Untermann A — *Jews: Their Religious Beliefs and Practices* (Sussex Academic Press, 1996)

For further information:

The Jewish Memorial Council Bookshop

25 Enford Street

London W1

# Grade descriptions

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The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others. Both the AS and the Advanced GCE will be graded on a five grade scale A, B, C, D and E. Students who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a qualification certificate.

## **Grade A**

Students demonstrate a comprehensive and almost totally accurate knowledge of the topics studied. They use technical language and terminology accurately in a variety of contexts throughout their work. They demonstrate a full understanding and analysis of the issues studied. They can compare, contrast and evaluate the views of scholars and schools of thought, as well as offering personal insights and independent thought. They make full and effective use of evidence to sustain an argument, anticipating and counteracting views to the contrary. They demonstrate a clear understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is a maturity of approach, with sophisticated and elegant expression, construction, and quality of language, which enables them to communicate with clarity.

## **Grade C**

Students recall, demonstrate and deploy a good and mainly accurate knowledge of the topics studied. They use technical language and terminology accurately in a variety of contexts in much of their work. They demonstrate some understanding with some analysis of the issues studied. They show some ability to compare, contrast and evaluate the views of scholars and schools of thought, as well as offering some personal insights and independent thought, but not consistently. They make good use of evidence to sustain an argument, sometimes anticipating and counteracting views to the contrary. They demonstrate some understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is evidence of some maturity of approach, with fair expression, construction and quality of language, which enables them to communicate with some clarity.

## **Grade E**

Students recall, demonstrate and deploy a limited and partially accurate knowledge of the topics studied. They use some technical language and terminology correctly in a variety of contexts in some of their work. They demonstrate a limited understanding with minimal analysis of the issues studied. They attempt to compare, contrast and evaluate the views of scholars and schools of thought, as well as offering personal insights, but often do not do so convincingly. They make some use of evidence to sustain an argument, rarely anticipating or counteracting views to the contrary, if at all. They demonstrate a very limited understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is little maturity of approach, with unsophisticated expression, weak construction and poor quality of language. They communicate with little clarity most of the time.

## Support and training

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An extensive support network exists to provide guidance and training for teachers. This includes INSET training, website and support from regional offices.

Copies of the specification, specimen papers, teachers' guide and past papers are available from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN

Tel: 01623 467 467

Fax: 01623 450 581

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

The Edexcel Customer Services is available on 0870 240 9800 to answer any questions that you may have about this specification and its implementation.

# Key skills development

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The AS/Advanced GCE in Religious Studies offers a range of opportunities for students to both:

- develop their key skills, and
- generate assessed evidence for their portfolios.

In particular the following key skills can be developed and assessed through this specification:

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Students requiring application of number may be able to develop this skill through other parts of their Advanced GCE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered through our publications catalogue. The individual key skills units are divided into three parts:

- Part A: what you need to know — this identifies the underpinning knowledge and skills required.
- Part B: what you must do — this identifies the evidence that students must produce for their portfolios
- Part C: guidance — this gives examples of possible activities and types of evidence that may be generated.

This Advanced GCE specification signposts development and internal assessment opportunities which are based on Part B of the level 3 key skills units.

Additional guidance is available for those students working towards levels 2 or 4 for any of the individual key skills units.

The evidence generated through this Advanced GCE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve The key skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number.

Each unit within the Advanced GCE in Religious Studies will provide opportunities for the development of all five of the key skills identified. A mapping of key skills opportunities is provided at *Appendix 3*, and key skills evidence requirements are identified at *Appendix 4*. Students will need to have opportunities to develop their skills over time before they are ready for assessment. For each skill you will find illustrative activities that will aid this key skill development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from our publications catalogue.

# Appendix 1: Coursework – Statement of Authentication and Mark Scheme

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ADVANCED SUBSIDIARY GCE IN RELIGIOUS STUDIES

**Candidate name** \_\_\_\_\_

(CAPITALS)

**Centre name** \_\_\_\_\_

(CAPITALS)

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**Centre number** \_\_\_\_\_ **Candidate number** \_\_\_\_\_

The Statement of Authentication should be signed by the candidate and teacher in charge and should be attached to the candidate's coursework submitted for assessment.

### Declaration by candidate

I declare that I have produced this piece of coursework without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature

Date

### Declaration by teacher

I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature

Date

**TO BE ATTACHED TO ALL PIECES OF COURSEWORK.**

## FOR TEACHER AND MODERATOR USE

### Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

			Examiner marks
Level 1	Coursework represents no accurate or relevant knowledge.	0	
Level 2	Uncritical presentation of knowledge, demonstration of the limited ability to identify and select the most relevant/important information and therefore reflecting little/no understanding. Any knowledge presented is in a simplistic form.	1–9	
Level 3	Presentation of a selection of relevant material which reflects some understanding of the important features of a topic. Some use of specialised religious language in appropriate contexts.	10–18	
Level 4	Clear and obvious understanding of the topic set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms reflecting a fuller understanding.	19–26	
Level 5	Excellent use of factual material, from a variety of sources, verifiable through references, demonstrating a full understanding of the topic. Topic explored with the proficient use of religious language.	27–35	

### Assessment objective 2

Sustain a critical line of argument and justify a point of view.

			Examiner marks
Level 1	No attempt to develop a line of argument and/or justify a viewpoint.	0	
Level 2	Limited awareness of issues involved and of need to assess and evaluate different views presented.	1–3	
Level 3	Some attempt to present a viewpoint with some explanation of choice.	4–7	
Level 4	Presentation of evidence of knowledge of more than one point of view/response to the topic. A satisfactory assessment is presented with line of argument and comparison of relative strengths and weaknesses of viewpoints.	8–10	
Level 5	Substantiated conclusions drawn from a line of argument with full justification of viewpoint. Knowledge, understanding and explanation of a full range of views/responses to the topic.	11–15	

Comments	Total

Teacher's name (PRINT) \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 2: Coursework Approval Form

TO BE FORWARDED TO THE GCE RELIGIOUS STUDIES ASSESSMENT TEAM AT EDEXCEL.

### ADVANCED SUBSIDIARY GCE IN RELIGIOUS STUDIES

**Candidate name** \_\_\_\_\_  
(CAPITALS)

**Centre name** \_\_\_\_\_  
(CAPITALS)

**Centre number** \_\_\_\_\_ **Candidate number** \_\_\_\_\_

**Examination: June:** \_\_\_\_\_

**Unit no:** \_\_\_\_\_ **Topic no:** \_\_\_\_\_

### Coursework approval

Units to be attempted in the **written examination** (please tick as appropriate). This section **must** be completed before submission of the form for approval.

Unit 2	Unit 3		Unit 4		Unit 5		Unit 6	
	Section 3a		Section 4a		Section 5a Opt A		Section 6a	
	Section 3b		Section 4b		Section 5a Opt B		Section 6b	
			Section 4c		Section 5b Opt A		Section 6c	
					Section 5b Opt B		Section 6d	
					Section 5c			

**Complete this form only if the coursework title is not on the approved list.**

**Proposed title of coursework:** \_\_\_\_\_

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**Detailed elaboration of aims of coursework (if appropriate):**

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**Signature of coursework supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be completed by Edexcel**

1	The proposed Coursework is approved.	
2	The proposed Coursework is approved subject to the advice below being taken into account.	
3	The proposed Coursework is not approved for the reason(s) given below.	

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**Signature of Moderator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix 3: Mapping of key skills – summary table

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Communication</b>												
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Information technology</b>												
IT3.1	✓											
IT3.2	✓											
IT3.3	✓											
<b>Working with others</b>												
WO3.1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WO3.2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WO3.3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Improving own learning and performance</b>												
LP3.1	✓											
LP3.2	✓											
LP3.3	✓											

<b>Problem solving</b>												
PS3.1	✓											
PS3.2												
PS3.3												

## Appendix 4: Key skills

### Communication – level 3

For the communication key skill students are required to hold discussions and give presentations, read and synthesise information and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this Advanced GCE.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<p><b>C3.1a</b> Contribute to a group discussion about a complex subject.</p>	1–12	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion must be about a complex subject. This may be based on a number of ideas, some of which may be abstract, very detailed and/or sensitive. Specialist vocabulary may be used in the discussion. During the discussion students should make clear and relevant contributions and develop points and ideas whilst listening and responding sensitively to others. They should also create opportunities for others to contribute as appropriate.</p> <p>Relevant topics could include:</p> <ul style="list-style-type: none"> <li>• the existence of God (Units 2 and 7)</li> <li>• the historical development of a specific religion (Units 3, 5 and 6)</li> <li>• Jesus’ attitude towards women (Unit 4).</li> </ul>
<p><b>C3.1b</b> Make a presentation about a complex subject, using at least <b>one</b> image to illustrate complex points.</p>	1–12	<p>Following a period of research students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their coursework study.</p> <p>During the presentation students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as:</p> <ul style="list-style-type: none"> <li>• the use of examples to illustrate complex points</li> <li>• audience experience used to involve the audience</li> <li>• tone of voice varied.</li> </ul>

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
		<p>Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures or maps, etc. At least one image should be used to illustrate and help convey a complex point.</p> <p>Topics which could form the basis of a presentation could include:</p> <ul style="list-style-type: none"> <li>• the authority of the Qur'an in Islam (Unit 6)</li> <li>• the Elizabethan Settlement from a Roman Catholic perspective (Unit 5)</li> <li>• Bonino and liberation theology (Unit 5).</li> </ul>
<p><b>C3.2</b> Read and synthesise information from <b>two</b> extended documents about a complex subject.</p> <p>One of these documents should include at least <b>one</b> image.</p>	1–12	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework they will need to refer to and synthesise information from a variety of sources.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read material that contains relevant information. From this information they will need to identify accurately and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information in to a relevant form — eg for a presentation, discussion or an essay.</p> <p>Appropriate topics which could form the basis of this research could include:</p> <ul style="list-style-type: none"> <li>• comparison of Christian views on the nature of atonement (Unit 10)</li> <li>• issues raised by the Holocaust and the belief that the Jews are the covenant people of God (Unit 11)</li> <li>• philosophical issues raised by a belief in life after death (Unit 7).</li> </ul>

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<p><b>C3.3</b> Write <b>two</b> different types of documents about complex subjects.</p> <p>One piece of writing should be an extended document and include at least <b>one</b> image.</p>	1–12	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should have a form and style of writing which is fit both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Topics could include:</p> <ul style="list-style-type: none"> <li>• the authorship of Luke’s Gospel (Unit 4)</li> <li>• contribution of Paul to the development of the early Church (Unit 4)</li> <li>• the contribution of myths to religious language (Unit 7).</li> </ul>

### Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

## Information technology – level 3

When producing work for their Advanced GCE in Religious Studies, students will have numerous opportunities to use information technology. The internet, CD-Rom, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be emailed to tutors for initial comments and feedback.

For this key skill students are required to carry out at least one ‘substantial activity’. This is defined as ‘an activity that includes a number of related tasks, where the results of one task will affect the carrying out of the others.’ The activity should generate evidence for all three areas of evidence required in Part B of the IT unit. If students undertaking coursework as part of their AS/A in Religious Studies use information technology they will have opportunities to generate evidence for all three sections identified as part of a ‘substantial activity’.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C3.3, could be generated using appropriate software.

As part of their Religious Studies programme students may not be able to generate sufficient evidence required for this unit. For example, working with numbers through the use of a spreadsheet application or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their Advanced GCE course.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<b>IT3.1</b> Plan, and use different sources to search for, and select, information required for <b>two</b> different purposes.	1	Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD-Rom. Information selected must be relevant and of the appropriate quality.  Development opportunities will occur if students use information technology to support their work, eg researching for and producing answers to past questions. Students making extensive use of information technology for their coursework (Unit 1) will also generate assessment opportunities.
<b>IT3.2</b> Explore, develop and exchange information and derive new information to meet <b>two</b> different purposes.	1	Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate. For example, using icons and macros to generate standard forms of lists, tables, images, etc.  Students should sort and group the information generated, produce graphs and charts if appropriate, to allow them to draw conclusions. For example, students could be working towards giving a presentation based on their coursework findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be emailed to their tutor for feedback, or could be stored on a shared drive for access by others.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<p><b>IT3.3</b> Present information from different sources for <b>two</b> different purposes and audiences.</p> <p>Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.</p>	1	<p>In presenting information students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates, etc. Tutors may provide early feedback on layout on content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).</p> <p>The final format should be suitable for its purpose and audience, eg AS coursework (Unit 1), OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p>

### Evidence

Student evidence for information technology could include:

- tutor observation records
- preparatory plans
- print-outs with annotations
- draft documents.

## Working with others – level 3

To achieve this key skill students are required to carry out at least two complex activities. Students will negotiate the overall objective of the activity with others and plan a course of action. Initially the component tasks of the activity, and their relationships, may not be immediately clear. Within the activity, the topics covered may include ideas that may be some or all of the following: detailed, abstract, unfamiliar, sensitive.

During the activity the student must work in both group-based and one-to-one situations.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<b>WO3.1</b> Plan the activity with others, agreeing objectives, responsibilities and working arrangements.	2–11	Students could work in groups of 6–8 and be required to investigate a given topic, eg The Existence of God’ (Unit 2 and 7). Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.
<b>WO3.2</b> Work towards achieving the agreed objectives, seeking to establish and maintain co-operative working relationships in meeting your responsibilities.	2–11	When working towards their agreed objectives students could work in pairs with each pair taking a specific perspective(s), eg, ontological, cosmological, etc.  Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.
<b>WO3.3</b> Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.	2–11	Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.

### Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory plans
- records of process and progress made
- evaluative reports.

## Improving own learning and performance – level 3

Within Advanced GCE in Religious Studies programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill students are required to carry out two study-based learning activities and two activity-based learning activities. The Advanced GCE Religious Studies will provide opportunities for students to undertake study-based learning. Evidence for activity-based learning may come from other Advanced GCEs in the students' programme or from enrichment activities.

One of the study-based learning activities must contain at least one complex task and periods of self-directed learning. Activities that generate evidence for this skill should take place over an extended period of time, eg three months. Over the period of the activity students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any substantial project work (including coursework) offers suitable study-based learning activities and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<b>LP3.1</b> Agree targets and plan how these will be met, using support from appropriate others.	1	Students plan how they are to produce their Coursework (Unit 1). This will include setting realistic dates and targets and identification of potential problems and alternative courses of action. This will be determined with advice from others, eg their tutor.
<b>LP3.2</b> Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands.	1	Students use the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to learning.
<b>LP3.3</b> Review progress establishing evidence of achievements, and agree action for improving performance.	1	Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should identify with others, eg their tutor, action for improving their performance.

### Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

## Problem solving – level 3

For this key skill students are required to apply their problem-solving skills to complex activities. They need to show that they can recognise, explore and describe problems, generate ways of solving problems, implement options and check whether the problem has been solved. For this Advanced GCE students may only be able to complete the first two stages of this process as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement	AS/A unit	Opportunities for development or internal assessment
<b>PS3.1</b> Explore a complex problem, come up with <b>three</b> options for solving it and justify the option selected for taking forward.	1	Students will need to identify the problem and explore its main features and agree standards that have to be met to show successful resolution of the problem. Students could, for example, solve problems related to effectively meeting coursework deadlines and information requirements. (Unit 1). Students are required to select and use appropriate methods for generating different options for tackling the problem and compare the features of each option, selecting the most suitable one.
<b>PS3.2</b> Plan and implement at least <b>one</b> option for solving the problem, review progress and revise your approach as necessary.		The implementation of the chosen option will need to be planned and permission gained to implement it. Implementation of the plan should involve full use of support and feedback from others with progress reviews and alterations to the plan as necessary.
<b>PS3.3</b> Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.		On completion the outcomes need to be checked against the standards agreed at the start.  The results of this should be recorded and the approach taken reviewed.

### Evidence

Student evidence for problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

## Appendix 5: Levels of response

These descriptions indicate the general requirements at each level.

### Coursework (6771)

#### Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study.

**35 marks**

Level 1	Coursework represents no accurate or relevant knowledge.	0
Level 2	Uncritical presentation of knowledge, demonstration of the limited ability to identify and select the most relevant/important information and therefore reflecting little/no understanding. Any knowledge presented is in a simplistic form.	1–9
Level 3	Presentation of a selection of relevant material which reflects some understanding of the important features of a topic. Some use of specialised religious language in appropriate contexts.	10–18
Level 4	Clear and obvious understanding of the topic set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms reflecting a fuller understanding.	19–26
Level 5	Excellent use of factual material, from a variety of sources, verifiable through references, demonstrating a full understanding of the topic. Topic explored with the proficient use of religious language.	27–35

#### Assessment objective 2

Sustain a critical line of argument and justify a point of view.

**15 marks**

Level 1	No attempt to develop a line of argument and/or justify a viewpoint.	0
Level 2	Limited awareness of issues involved and of need to assess and evaluate different views presented.	1–3
Level 3	Some attempt to present a viewpoint with some explanation of choice.	4–7
Level 4	Presentation of evidence of knowledge of more than one point of view/response to the topic. A satisfactory assessment is presented with line of argument and comparison of relative strengths and weaknesses of viewpoints.	8–10
Level 5	Substantiated conclusions drawn from a line of argument with full justification of viewpoint. Knowledge, understanding and explanation of a full range of views/responses to the topic.	11–15

## AS Examination

### A01

Level	Descriptor	Marks
0	No relevant information, or the information is wholly inaccurate, or the answer is incoherent.	0
1	A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.	1–3
2	Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.	4–7
3	A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.	8–11
4	A full and well structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.	12–14

### A02

Level	Descriptor	Marks
0	No significant or relevant argument, or the answer is incoherent.	0
1	A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.	1
2	Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.	2
3	A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.	3–4
4	An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.	5–6

## A2 Examination

### A01

Level	Descriptor	Marks
0	No relevant information, or the knowledge shown is wholly inaccurate, or the answer is incoherent.	0
1	Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.	1–3
2	A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.	4–6
3	A range of relevant evidence which is clearly structured, supported by well chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.	7–9
4	A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.	10–12

### A02

Level	Descriptor	Marks
0	No significant or relevant reasoning, or the answer is incoherent.	0
1	An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.	1–2
2	Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.	3–4
3	A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.	5–6
4	A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.	7–8

## Synoptic

### Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate for the course of study. Demonstrate knowledge and understanding of the connections between different units of the course.

**30 marks**

Level 1	Examination script presents no accurate or relevant knowledge.	0
Level 2	Uncritical presentation of knowledge of the connections between different units. Demonstration of limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding. Any knowledge of the connections is presented in a simplistic form.	1–7
Level 3	Presentation of a selection of relevant material which reflects some understanding of the important connections between the different units. Some use of specialised religious language in appropriate contexts.	8–15
Level 4	Clear and obvious understanding of the connections between the different units, set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms, reflecting a fuller understanding.	16–23
Level 5	Demonstration of a full knowledge and understanding of the connections between the different units. Topics explored with the proficient use of religious language.	24–30

### Assessment objective 2

Sustain a critical line of argument and justify a point of view. Demonstrate relationship of course of study to its broader context and to specified aspects of human experience.

**20 marks**

Level 1	No attempt to develop a line of argument and/or justify a point of view in the examination script. No significant or relevant reasoning. Incoherent answer.	0
Level 2	Limited awareness of the relationship of the course of study to its broader context and to specified aspects of human experience. Limited attempt to assess and evaluate a point of view. Imprecisely expressed.	1–5
Level 3	Some attempt to relate course of study to its broader context and to specified aspects of human experience. Some attempt to assess and evaluate a point of view and justify opinions at a simple level. Sufficient clarity of meaning.	6–10
Level 4	Presentation of evidence of knowledge and understanding of the relationship of the course of study to its broader context and to specified aspects of human experience. A satisfactory assessment is presented of a line of argument and a comparison of relative strengths/weaknesses of points of view. A structured argument, clearly expressed and accurately using some technical terms.	11–15

Level 5	Knowledge, understanding and explanation of a full range of views/ responses to the relationship of the course of study and to specified aspects of human experience. Substantiated conclusions drawn with full justification of viewpoint. Expressed accurately, fluently, using a range of technical terms.	16–20
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